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ABSTRACT

A study was conducted at the San Diego Community College District (SDCCD) in California to assess students' perceptions of the campus climate and their college experience. A 65-item questionnaire was administered in-class to a 10% random sample of the spring 1994 student population, and a shorter version of the survey instrument had been included in registration packets the previous semester. The survey focused on student-faculty interactions, curriculum content, availability of support services, campus image, and racial/ethnic issues. Study findings included the following: (1) 86.4% of the respondents were excited about going to school; (2) 85.9% felt comfortable and had a sense of belonging; (3) 86.2% felt that they were given the respect of adults; (4) 83.0% indicated that they would enroll in the same campus if starting over again; (5) 80.1% felt that staff treated all students fairly and equally; (6) 85.8% felt that faculty and staff were helpful and supportive; (7) over 85% of the students indicated that they had never or seldom heard a disparaging comment about racial/ethnic minorities by faculty or staff, though 37% indicated that they occasionally or frequently heard students make such comments; (8) about 25% of the Mesa College and City College respondents indicated that they had occasionally or frequently been treated rudely by faculty (21.0%), staff (23.3%), and students; and (9) students seemed less concerned with student-faculty interaction, curriculum content, faculty composition, or diversity issues than they were with parking, the physical appearance of campus facilities, costs of fees and books, and safety. Based on study findings, it was recommended that the district hold a series of student focus groups and conduct a longitudinal tracking study to determine the effects of differential experiences on student outcomes measures. The survey instrument is appended. (KP)

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ED 377 934

Campus Climate Student Survey

Spring 1994

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CAMPUS CLIMATE STUDENT SURVEY
SPRING 1994

Executive Summary

As initially conceptualized, the key function of the junior college was to provide the first two years of liberal arts education to students who could then transfer to a 4-year institution to complete their baccalaureate studies. During the 1960's and 1970's, under a policy of open access (for all who could benefit from instruction), community colleges experienced a dramatic expansion of their mission to reflect the needs of the many and diverse students who came to their doors. After more than two decades of rapid expansion in size and function, policymakers and educators concerned over declining transfer rates and the "uneven flow" of students through the community college system, began to question whether access without success was nothing more than a "hollow promise" (Armstrong and Mellisinos, 1993; Eaton and Palmer, 1991; Brint and Karabel, 1989). Since the late 1980's, there has been a move to return to "the basics" of the collegiate function.

Concern for the uneven flow of students through the community college system is reflected in several policies of this period: State Model Accountability System (AB1725), Matriculation (AB3), Student Right-to-know, Student Equity Policy, and Campus Climate (AB4071). AB4071 directed the California Postsecondary Education Commission (CPEC) to determine the feasibility of undertaking a "program of systematic longitudinal data collection" to determine the "factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups" (CPEC, 1990).

In the San Diego Community College District (SDCCD), efforts to assess and improve campus climate by addressing student equity and diversity issues are evident throughout the District (see for example, Research and Planning reports entitled Student Equity Measures, Moving Through the Curriculum, Building Indicators of Transfer Effectiveness, Skills Testing and Disproportionate Impact, Accountability and the Latino Student). The development of surveys to assess student perceptions of campus climate began in Spring 1993. A general campus climate survey was administered during the Spring 1994 term to a 10% sample of the student population. Another shorter survey was conducted during the previous term and was sent to students in the registration packets. This second survey is summarized in Part II of this report.

In both surveys, most of the students who responded to the survey had very positive college experiences. The vast majority said that they are excited about going to school (86.4%), feel comfortable and have a sense of belonging (85.9%), and are given the respect of adults (86.2%). If starting over, 83.0% would enroll in the same campus. Most students believed that staff treat all students fairly and equally (80.1%) and that faculty and staff are helpful and supportive in the pursuit of their educational goals (85.8%).

Questions related to race/ethnicity evoked the most extreme range of responses. Many of the students who wrote comments viewed the survey strictly as a race/ethnicity survey, even though fewer than 25% of the questions had that focus. Campus climate is more than racial/ethnic issues. It also includes student-faculty interaction, curriculum content, availability of support services, campus image, etc.

Given that almost two-thirds (64.7%) of the respondents spend 3 or fewer hours per week on campus outside of class, it is not surprising that the "real student concerns" (as one Mesa student phrased it) are more concrete in nature. Students seemed less concerned with student-faculty interaction, curriculum content, faculty composition, or diversity issues as they were with parking, the physical appearance of campus facilities (dirty bathrooms, graffiti, lack of greenery), the high cost of fees and books, and safety.

Because of its complex nature, State guidelines for assessing campus climate recommend a "multiplicity of methodologies" be used to develop a "comprehensive picture with respect to the campus climate" (CPEC, 1992). CPEC borrowed a medical analogy from Astin (1991) to describe the process it envisioned, whereby the administration of a survey was equated with "tak[ing] the temperature of a climate." Other methodologies were recommended to "develop a diagnosis" and "prescribe a treatment plan." In moving toward this "comprehensive picture" of campus climate in the SDCCD, it is recommended that the District and college staff continue their data collection efforts by:

1. facilitating a series of student focus group sessions to discuss issues brought out by the student survey. These discussions may lend insight into the differential responses observed in the survey data and determine whether written comments are representative of the views of the larger student population; and. . .

2. conducting a longitudinal tracking study to determine the effects of differential interpretation of experiences and events on student outcome measures such as retention, persistence, and success.

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CAMPUS CLIMATE STUDENT SURVEY
SPRING 1994

I. INTRODUCTION

As initially conceptualized, the key function of the junior college was to provide the first two years of liberal arts education to students who could then transfer to a 4-year institution to complete their baccalaureate studies. Course offerings at many of the 2-year colleges of this period resembled that of 4-year institutions: structure, sequential nature of courses, and appropriate level of complexity (Armstrong and Mellisinos, 1993; Eaton and Palmer, 1991; Cohen and Brawer, 1988; Eells, 1931).

The second generation of community colleges (1960's and 1970's) is characterized by the expansion of its mission to reflect the needs of the many and diverse students who came to its doors. "Access" (for all who could benefit from instruction) was the buzzword of this period. The "comprehensive" community college was viewed as an institution of low cost, conveniently located, tolerant of part time attendance, and forgiving of "past academic sins" (Cohen, 1993). Here, students could pursue remedial studies, a terminal occupational degree, liberal arts and transfer education, or just about anything that suited their interest. This expansion in the community college's mission was encouraged not only by student demand for relevancy but also a funding mechanism that supported rapid growth and flexibility in course approval .

Beginning in the late 1980's, policymakers and educators, concerned over declining transfer rates and the "uneven flow" of students through the community college system, began to question whether open access for all was "a noble end unto itself" (Eaton and Palmer, 1991). Given that community colleges are the entry point to higher education for many people, in particular those from historically underrepresented groups, access without success amounted to nothing more than a "hollow promise" to some critics (Brint and Karabel, 1989). This third generation of community colleges is marked by a move to return to "the basics" - the "rediscovery" of the collegiate function (Armstrong and Mellisinos, 1993). "Accountability," "return on investment," and "outcomes assessment" became the new buzzwords.

Concern for the "uneven flow" of students through the community college system is reflected in several policies of this period. Under the State Model Accountability System set forth in AB1725 (the Community College Reform Act), colleges are required to collect and report data on student access, success, and satisfaction. Student right-to-know legislation requires all colleges receiving federal funding to report statistics in several areas, including student success (graduation rates, persistence, and transfer rates). Matriculation (AB3) is concerned with promoting and maintaining student access and successful goal attainment through admission, orientation, assessment, counseling and advisement, follow-up and evaluation activities. The Student Equity Policy adopted by the Board of Governors of the California Community Colleges in 1992 is also concerned with student access (proportional representation of historically underrepresented students) and student success (course and goal completion). Besides state mandates, these are also federal mandates. The recently adopted State Postsecondary Review Entity (SPRE) regulations require states to develop standards for postsecondary institutions. Of the fourteen federally mandated standards, several focus on student outcome measures. Among these outcome measures are graduation/completion rates, withdrawal rates, placement rates, and licensure pass rates.

AB4071 (Vasconcellos, 1988), more commonly known as Campus Climate, directed the California Postsecondary Education Commission (CPEC) to determine the feasibility of undertaking a "program of systematic longitudinal data collection" to determine the "factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups" (CPEC, 1990). The legislation was a direct outgrowth of a University of California Student Association study which concluded that the primary reason behind the "chronically poor retention rates among persons of color and dismal admission rates among women in many graduate programs. . . is differential treatment" (Knutsen, 1987). The CPEC study focused on the **perceptions** of students, faculty, and staff regarding the climate of their institution. It took this "perceptual approach" in light of extensive research that suggests that:

> "Individuals make decisions on the basis of the perceptions and seldom on the grounds of objective reality. . . It is not so much the 'objective' or 'actual' characteristics of a college or university that affect its students' attitudes towards it as it is their own interpretation of these characteristics -- their own views of its quality or value or worth or fairness" (CPEC, 1992).

The CPEC study recommended that colleges engage a process of assessing its climate that fits the unique needs of the college, is ongoing, includes a variety of data collection methods (surveys, interviews, focus groups), and includes faculty, staff, and student input. In the San Diego Community College District (SDCCD), efforts to assess and improve campus climate by addressing student equity and diversity issues are evident throughout the District (SDCCD Communications, 1992):

> At City College, the Title III and Achieve projects are aimed at the recruitment and success of historically underrepresented students. These projects offer a variety of support services (tutoring, counseling, mentoring, etc.) to improve the retention, persistence, and success rates of these students.
>
> The Mesa College Humanities Institute and Mesa Coalition against Institutional Racism and Violence attempt to promote understanding among diverse groups through education and information, focus groups, and team-building activities.
>
> During the Fall 1993 term, Miramar College conducted its own assessment of campus climate and incorporated the results of faculty, staff, and student surveys and interviews into its long range planning process.
>
> The Institutional Research Office has conducted surveys on student satisfaction with college and continuing education services, including a brief survey on campus climate in the registration packet (summarized in Part II of this report). The Research Office has also published several reports that provide indicators of campus climate such as Student Equity measures, student satisfaction and matriculation services surveys, and student progress in the basic skills curriculum.

At the District level, the development of a survey to assess student perceptions of campus climate began in Spring 1993. The process used to develop the survey instrument is discussed in detail in the methodology section below. The data collected by the survey instrument will serve as baseline data against which future survey data can be compared. The data will also be part of SDCCD's comprehensive "systematic, longitudinal data collection process" to be interpreted in context with persistence and retention data, success rates, goal completion, focus group notes, etc. A similar process will begin in Fall 1994 for the development of a faculty and staff survey.

II. METHODOLOGY

The campus climate student survey consisted of 65 multiple choice questions. Questions for the survey were chosen from a pool of over 800 questions contained in the CPEC guidebook for assessing campus climate and surveys used at other colleges and universities. A draft of the survey was reviewed at the District's Instructional Services Council, Student Services Council, Research and Planning Council, and the Chancellor's Cabinet. Representatives on the councils took the survey back to their respective campuses for review through their shared governance process. The review process was different at each campus but included some of the following groups: classified staff senate, faculty academic senate, student government, president's cabinet, and Student Equity Committee. Comments and suggestions were consolidated by Research and Planning Department staff. The final version of the survey was approved by council representatives (Appendix A).

Students were surveyed using a random sample of classes based on a 10% sample of the student population (first census Spring 1994) at each campus. A larger proportion of students at the Educational Cultural Complex (ECC) was surveyed to ensure a sufficient sample size to analyze the ECC data by subgroups.

Two to four weeks prior to the distribution of the survey, letters were sent to faculty notifying them that their class was randomly selected to participate in the districtwide assessment of campus climate. Survey packets were distributed in faculty mailboxes during the last week in February. Three weeks were given to allow faculty sufficient time to administer the surveys in class. More than 90% of the classes at each campus returned completed surveys.

Survey answer sheets were scanned electronically into an ASCII file which then was analyzed using the Statistical Package for the Social Sciences (SPSS). Surveys with duplicate Social Security Numbers (SSN) were eliminated (N=203).

Space was provided on the answer sheet for students to make general comments. Student comments covered a variety of topics: parking, the over-emphasis of race/ethnicity issues, fees, positive and negative comments about faculty (Appendix B). Comments relating to specific questions are included under the appropriate question.

III. FINDINGS AND DISCUSSION

Characteristics of the Survey Population

Questions 1 - 13 of the survey asked students about their demographic and background characteristics (Table 1). The characteristics of the survey population closely matched those of the general SDCCD population except in a few instances. There was a higher proportion of African American and Asian students in the survey population (the higher proportion of African American students is probably due to the over-sampling at ECC). Survey respondents were less likely to report "job skills" as an educational goal than the general population (5.8% compared to 22.0%) and more likely to be a full time student (54.2% compared to 19.0%). Twenty-nine percent of the survey respondents were enrolled at City College, 47.8% Mesa, 16.9% Miramar, and 6.1% ECC.

Table 1

Demographic and Background Characteristics of Survey Respondents and Fall 1993 SDCCD Student Population

	Campus Climate Survey (N=3,013)	Fall 1993 Profile (N=45,584)
Gender		
Female	51.2	51.5
Male	48.8	48.5
Race/Ethnicity		
Amer. Indian	1.4	1.3
Asian/Pacific Islander	13.0	11.1
African American	13.3	10.7
Caucasian	49.4	53.8
Latino	13.6	14.6
Filipino	7.1	6.0
Other	2.1	2.4
Age		
16-20	24.3	27.1
21-24	29.1	22.5
25-29	18.4	18.4
30-34	11.4	12.4
35 +	16.9	19.6
Disabled		
Yes	2.3	2.6
No	97.7	97.4
English Primary Language		
Yes	87.9	89.6
No	12.1	10.4
Educational Objective		
Transfer	65.2	58.9
AA/AS	15.6	9.4
Job Skills	5.8	22.0
Vocational Certificate	5.1	4.6
Other	8.3	5.2
Units		
Full-Time	45.5	81.0
Part-Time	54.2	19.0

Just under a third of the respondents (31.4%) indicated that they spend no time on campus outside of the classroom (working, studying, socializing, etc.). One-third of the respondents spend between 1 and 3 hours on campus outside of class, with the remaining one-third spending 4 or more hours on campus. Eleven percent reported that they participate in campus sports, 8.6% in academic-related clubs, 7.3% in an art, drama, or music group, 6.6% in a racial/ethnic student group, and 4.3% in student government.

Assessing Campus Climate

Questions 14 - 44 asked students to indicate the extent to which they agree or disagree with statements related to their experiences and perceptions of the campus environment. Response rates ranged from 40.2% to 83.3%, with a mean of 63.2%. The lowest response rates were for questions related to race/ethnicity. For brevity and clarity, two conventions are used in reporting the responses to Questions 14 - 44. First, the term "agree" includes "agree" and "strongly agree" responses; "disagree" includes "disagree" and "strongly disagree" responses (see Appendix C for disaggregated frequency and percent distributions). Second, percentages are based on the total number of students who answered (agreed or disagreed with) the question (i.e., excludes no response and neutral). Statistically significant differences ($p < .05$) between grouping categories (i.e. campus, student grouping, etc.) are indicated with an asterisk in the description accompanying each table.

Question 14: Most days I am excited about going to school.

Over 86% (N=1675) of the students districtwide who responded to this question agreed that they were excited about going to school (Figure 1). ECC had the highest proportion of students who agreed with this statement (92.2%), followed closely by City College (91.2%).

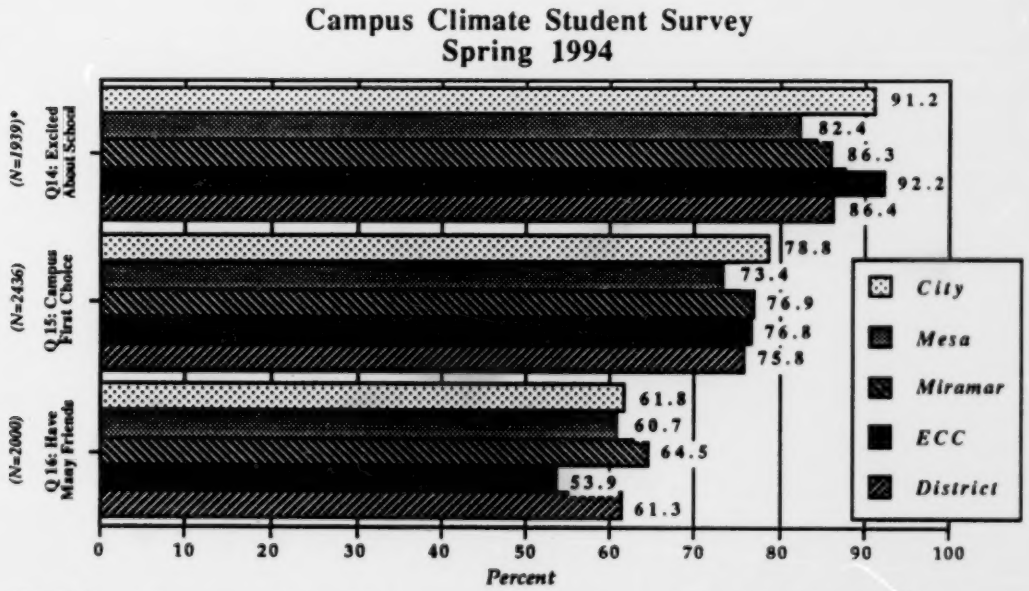

Figure 1: Percentage of respondents who agreed or strongly agreed that they are excited about going to school (Q14)*, are attending their first choice campus (Q15), and have many friends on campus (Q16).

* *Difference significant at .05 level*

Question 15: This campus was my first choice to attend.

Three-quarters of the students (N=1846) who responded agreed that the campus they were attending was their first choice campus (Figure 1). The difference among the individual campus responses was not statistically significant.

Question 16: I have many friends at this campus.

Districtwide, 61.3% (N=1226) of the respondents agreed that they have many friends on campus (Figure 1). The proportion who agreed with the statement ranged from 53.9% (ECC) to 64.5% (Miramar). The difference among the individual campuses was not statistically significant.

Question 17: Campus staff treat all students fairly and equally.

Eighty percent of respondents (N=1580) felt that campus staff treat students fairly and equally (Figure 2). Miramar students were the most likely to agree with the statement (85.2%), followed by students at City (83.7%).

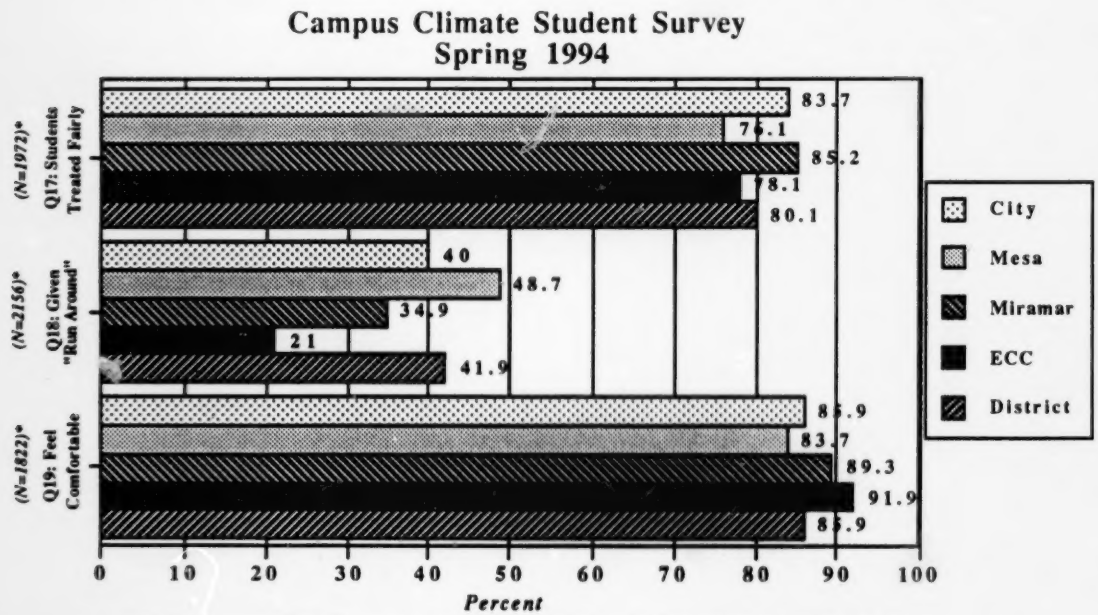

Figure 2: **Percentage of respondents who agreed or strongly agreed that they are treated fairly and equally by staff (Q17), have been sent from one office or person to another for information (Q18), and feel comfortable at their campus and have a sense of belonging (Q19).**

* *Difference significant at .05 level*

Question 18: I have been sent from one office or person to another (given the "run-around") trying to get information.

About 42% of the respondents felt that they were given the run-around when trying to obtain information (Figure 2). Among the campuses, ECC students were least likely to agree with this statement (21.0%), while Mesa students were most likely to agree (48.7%). The differences are statistically significant at the .05 level (χ^2 (3, N=2156) = 53.14, $p < .05$).

Question 19: I feel comfortable at this campus and have a sense of belonging.

The majority of respondents (85.9%) felt comfortable at their campus and felt a sense of belonging (Figure 2). One student wrote: "Students are from many different backgrounds. The common ground of being **students** seems to be more important than any other identi[fier]" (emphasis added). Students noted that they especially felt a sense of belonging to their major department. Almost 92% of ECC students who responded to the survey felt a sense of belonging (91.9%), followed by Miramar (89.3%), City (85.9%), and Mesa (83.7%) students.

Question 20: Instructors, counselors, and campus staff have been helpful and supportive in the pursuit of my educational goals.

The majority (85.8%) of students who expressed an opinion said that instructors, counselors, and campus staff have been helpful and supportive in the pursuit of their educational goal (Figure 3). One student wrote: "The staff has been extremely supportive and helpful with any problems or situations that have arisen. It makes you feel you are an important part of the program not just a name." The proportion of respondents who agreed that faculty and staff were helpful and supportive exceeded 83% at all four campuses.

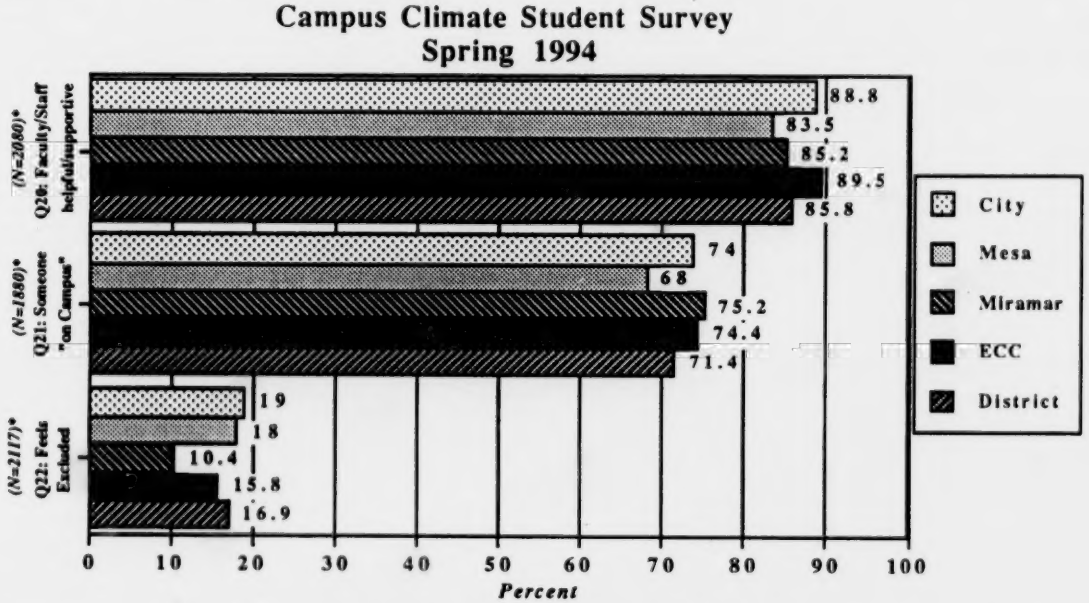

Figure 3: Percentage of respondents who agreed or strongly agreed that faculty and staff have been helpful and supportive (Q20), have someone "on campus" they trust for help (Q21), and sometimes feels excluded from campus activities due to racial/ethnic background (22).

** Difference significant at .05 level*

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Question 21: If I have a problem in class or with school, there is someone on campus I trust to get help from.

Three-quarters of the students at Miramar (75.2%), ECC (74.4%), and City (74.0%) indicated that if they had a problem in class or with school there was someone on campus they trusted to get help from (Figure 3). A significantly smaller proportion of Mesa respondents (68.0%) felt that this was true at Mesa (χ^2 (3, N = 1880) = 9.62, p < .05).

Question 22: I sometimes feel excluded from campus activities because of my racial/ethnic background.

Seventeen percent of the students who responded felt excluded from campus activities because of their racial/ethnic background (Figure 3). Among the individual campuses, between 10.4% (Miramar) and 19.0% (City) agreed with the statement.

Question 23: The campus should offer more courses related to ethnic issues.

Districtwide, 56.3% of the respondents felt that more courses related to ethnic issues should be offered (Figure 4). The percentage of surveyed students who agreed ranged from 48.4% (Miramar) to 85.1% (ECC - χ^2 (3, N=1538) = 53.82, p < .05).

With class and budget cuts, students tended to view any expenditure not directly related to the classroom (e.g.. this survey, the new multicultural building, administrator salaries) as wasteful and taking away funds that could go to more classes. Summed up by one student, if "adding more ethnic classes means losing more academic classes" the answer is "no." This sentiment is also consistent with the general response of community colleges nationally to including ethnic studies in the curriculum. As shown by Swayze (1994), community colleges have generally added ethnic perspectives to existing courses, or added new courses within certain departments.

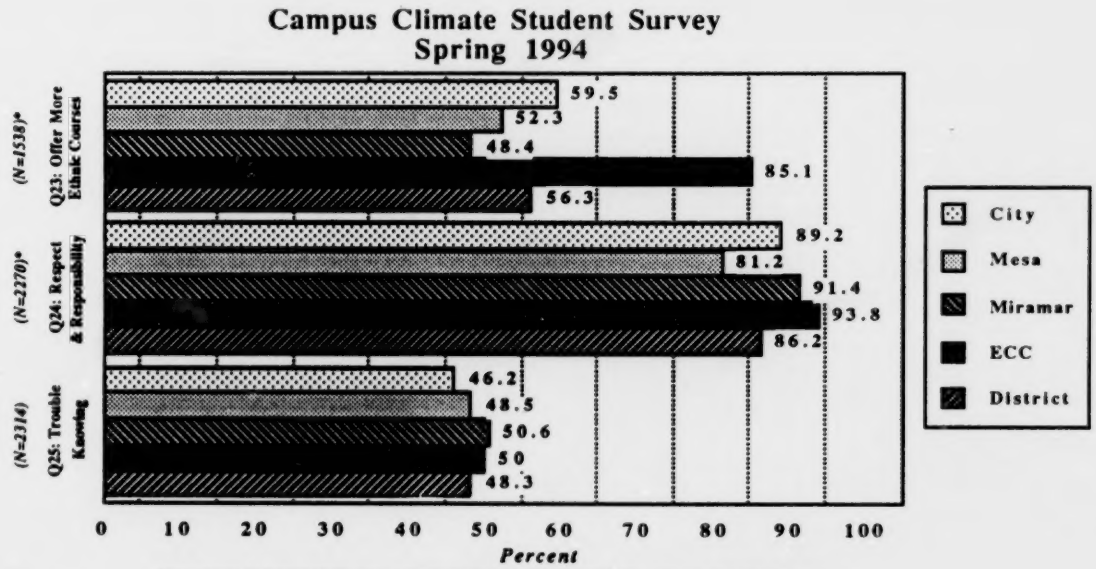

Figure 4: Percentage of respondents who agreed or strongly agreed that the campus should offer more courses related to ethnic issues (Q23), students are given respect & responsibility of adults (Q24), and that they have trouble knowing what courses to take to complete educational goals (Q25).

Question 24: Students here are given the respect and responsibility of adults.

Over 90% of the respondents from ECC (93.8%) and Miramar (91.4%) agreed that students are given the respect and responsibility of adults at their respective campuses (Figure 4). A smaller proportion of surveyed students at Mesa (81.2%) agreed with the statement (χ^2 (3, N=2270) = 43.50, $p < .05$).

Even though the vast majority agreed that students are given the respect and responsibility of adults, some also noted that "rules," such as the attendance policy ("Adults aren't told to go to class!"), "no food or drinks," "quiet, class in progress," etc. made them feel as if they were still in high school.

Question 25: I have had trouble knowing what courses to take to complete my educational goal.

About half of the respondents districtwide (48.3%) indicated that they have had trouble knowing what courses to take to complete their educational goal (Figure 4). The difference between campuses was not statistically significant.

Students commented that they had trouble making appointments with counselors and finding counselors who could give them information specifically related to their major. One student felt that adjunct instructors were the best source of information because they were more "in touch" with the "real world." The student went on to say: "I feel I have wasted 3-1/2 years of my life because no one on campus had a clue." Similar sentiments were expressed by many other students regarding course taking efficiency.

Question 26: Opportunities are available on campus for me to learn about other cultures.

The vast majority of respondents districtwide (91.2%) believed that opportunities are available on campus to learn about other cultures (Figure 5). Among the individual campuses, City respondents were most likely to agree with the statement (93.1%), followed by Mesa students (91.9%).

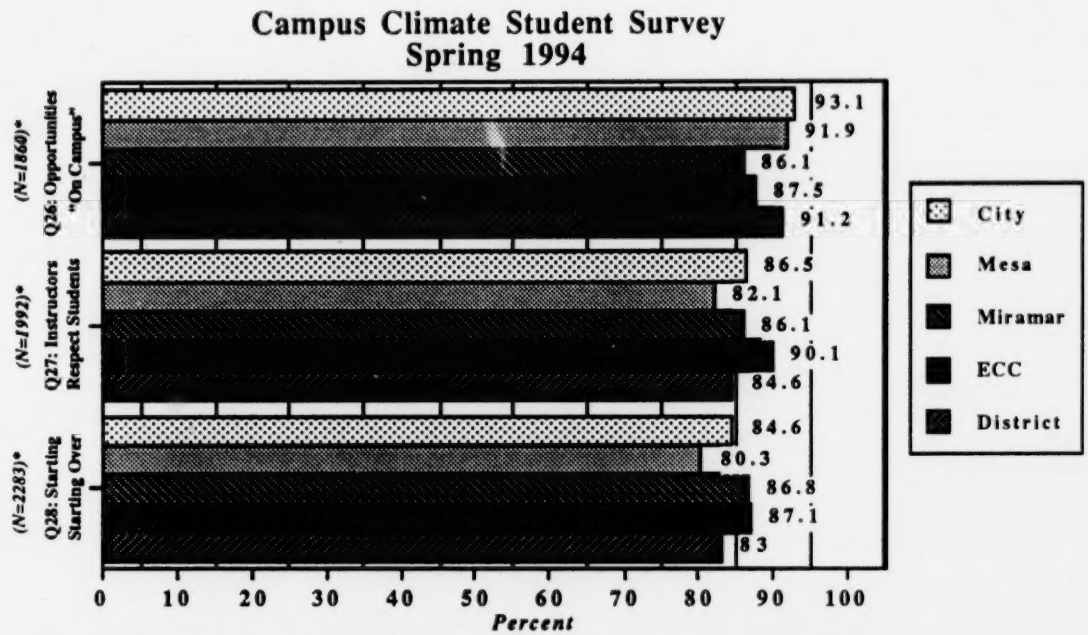

Figure 5: Percentage of respondents who agreed or strongly agreed that opportunities are available "on campus" to learn about other cultures (Q26), instructors respect student points of view if different from their own (Q27), and they would enroll at this campus if starting over (Q28).

* *Difference significant at .05 level.*

Question 27: Instructors respect student points of view that are different from their own.

Approximately 85% of the respondents districtwide felt that instructors respect student points of view that are different from their own (Figure 5). ECC students (90.1%) were significantly more likely to agree with the statement than Mesa students (82.1% - χ^2 (3, N=1992) = 9.47, $p < .05$).

Question 28: If I were starting over, I would enroll at this campus.

Eighty-three percent of the survey respondents (N=1896) stated that they would reenroll in the campus they are now attending if they were starting over (Figure 5). Students at ECC (87.1%) and Miramar (86.8%) were the most likely to say that they would reenroll in their respective campuses.

Question 29: Cultural differences are valued on this campus.

The vast majority of students (91.3%) responding to this question agreed that cultural differences are valued at their campus (Figure 6). Over 90% of the respondents at City (92.1%), Mesa (90.9%), Miramar (91.9%) agreed with the statement.

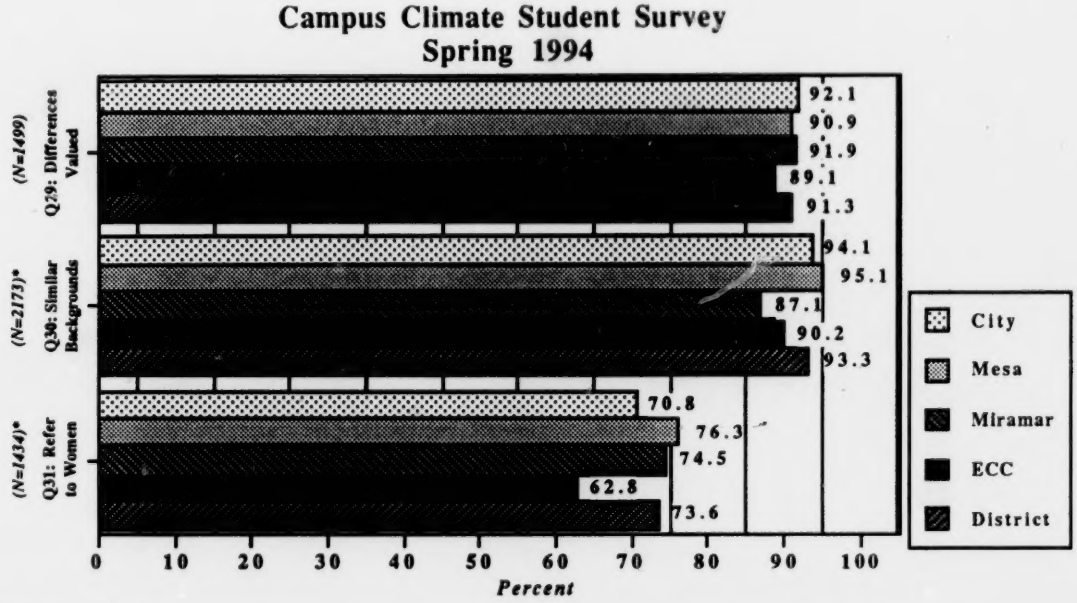

Figure 6: Percentage of respondents who agreed or strongly agreed that their cultural differences are valued on campus (Q29), students with similar racial/ethnic backgrounds "hangout" together (Q30), and instructors refer to contributions made by women in the field of study (Q31).

** Difference significant at .05 level*

Question 30: Students of similar racial/ethnic backgrounds tend to "hangout" on campus together.

Ninety-three percent of respondents indicated that students of similar racial/ethnic backgrounds tend to hangout on campus together (Figure 6). At Mesa College, 95.1% of the students responded that this statement was true at Mesa, while 87.1% of Miramar students agreed that this was true at Miramar (χ^2 (3, N=2173) = 28.03, $p < .05$). One student agreed with this statement but also noted that it was not necessarily a bad or negative thing. This view was expressed often in the student comment section of the survey.

Question 31: Instructors refer to contributions made by women in the field of study.

Over three-quarters of the students at Mesa (76.3%) who responded to this question indicated that instructors refer to contributions made by women in the field of study (Figure 6). A significantly smaller proportion of ECC students (68.0%) felt that this was true at ECC (χ^2 (3, N=1434) = 10.04, $p < .05$). Districtwide, 73.6% of the respondents agreed with the statement.

Question 32: I have thought seriously about dropping out because of lack of money.

In the midst of continuing fee increases, students were concerned about financing their education. Districtwide, 43.2% of the respondents said that they have thought seriously about dropping out because of lack of money (Figure 7). The difference in the percentage of respondents at each campus concurring with the statement is not statistically significant.

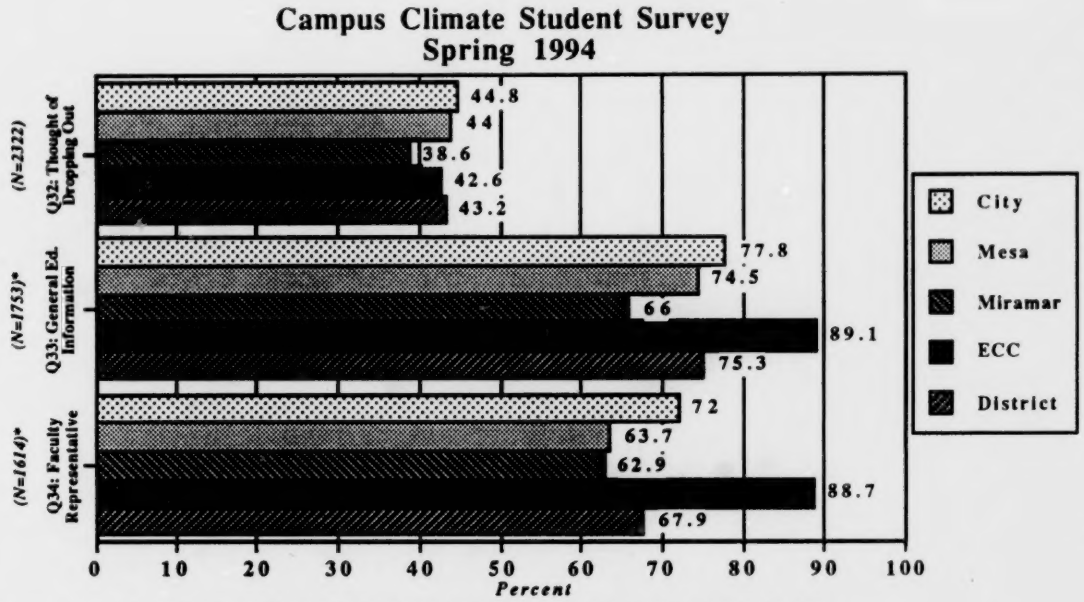

Figure 7: **Percentage of respondents who agreed or strongly agreed that they have thought seriously about dropping out from lack of money (Q32), that general ed. courses should include information on contributions of a variety of racial/ethnic groups (Q33), and the racial/ethnic composition of the faculty should be representative of the student body (Q34).**

** Differences significant at the .05 level*

Question 33: General education courses should include information on the contributions of a variety of racial/ethnic groups.

Three-quarters of the students who responded felt that general education courses should include information on the contributions of a variety of racial/ethnic groups (Figure 7). At ECC, 89.1% of the respondents agree with this statement, while a significantly smaller proportion of Miramar students (66.0%) concurred (χ^2 (3, N=1753) = 27.33, $p < .05$).

Although generally supportive of the survey statement, there were several students angered by the above statement, commenting that "we" already have a culture -- the American culture: "Multiculturalism and multicultural classes attempt to discredit the culture and principles of America," "The more we divide ourselves into little racial and ethnic groups, the less American we become," "America does have a culture (hard-work, self-reliance, integrity)."

Question 34: The racial/ethnic composition of the faculty should be representative of the student body.

Over two-thirds (67.9%) of the survey respondents districtwide felt that the racial/ethnic composition of the faculty should be representative of the student body (Figure 7). Among the individual campuses, the proportion of students who agreed with the statement ranged from 62.9% (Miramar) to 88.7% (ECC - χ^2 (3, N=1614) = 35.52, $p < .05$). Students who disagreed with this statement felt that faculty should be hired based on qualifications alone.

Questions 35: The racial/ethnic composition of the student body should be representative of the local community.

Respondents at ECC (79.2%) were also more likely to feel that the racial/ethnic composition of the student body should be representative of the local community than respondents at Mesa and Miramar (57.3% and 60.2%, respectively - χ^2 (3, N=1583) = 29.33, $p < .05$). Districtwide, 62.6% of the respondents agreed with the statement (Figure 8).

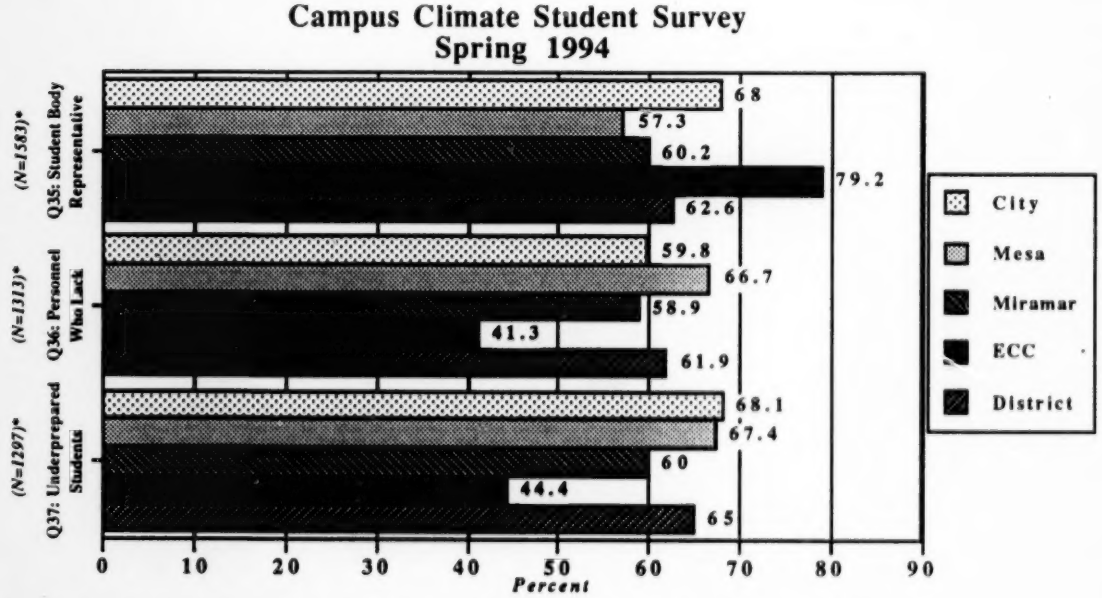

Figure 8: **Percentage of respondents who agreed or strongly agreed that the racial/ethnic composition of student body should be representative of the local community (Q35), special programs often result in hiring instructors/campus personnel who lack adequate qualifications (Q36), and special programs and policies lead to admission of underprepared students (Q37).**

** Difference significant at .05 level*

Students who agreed with the statement stated that education was the way to economic and social mobility for historically underrepresented students. One student, though, had another interpretation of this statement: "As for #35, it sounds like the defense many Southern states used to keep African-Americans from being allowed to attend better schools. . . it is 1994!"

Question 36: Special programs often result in the hiring of instructors and campus personnel who lack adequate qualifications.

Two-thirds of the Mesa respondents (66.7%) believed that special programs often result in the hiring of instructors and campus personnel who lack adequate qualifications (Figure 8). A significantly smaller proportion of ECC students (41.3%) agreed with the statement (χ^2 (3, N=1313) = 21.08, $p < .05$).

Question 37: Special programs and policies lead to admissions of underprepared students.

City students (68.1%) were more likely to agree that special programs and policies lead to admissions of underprepared students compared to ECC students (44.4% - χ^2 (3, N=1297) = 20.49, $p < .05$). Districtwide, 65.0% agreed with the statement (Figure 8).

Question 38: I have seen my instructor during his/her office hours.

About two-thirds of the respondents districtwide reported visiting their instructor during office hours (Figure 9). The proportion who had seen their instruction during office hours ranged from 40.5% (ECC) to 70.1% (Mesa - χ^2 (3, N=2296) = 47.15, $p < .05$).

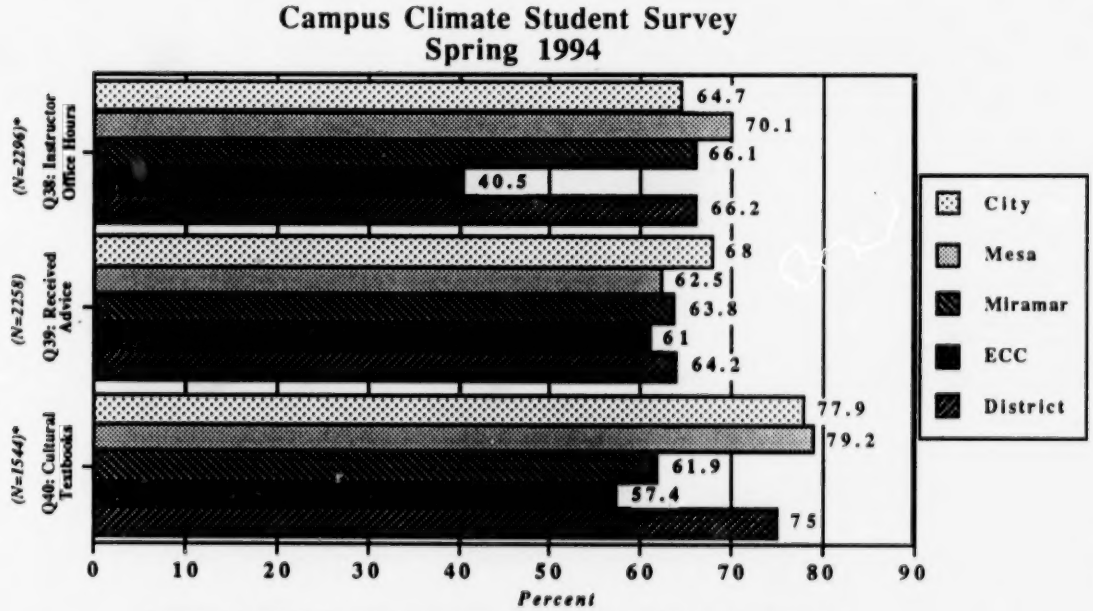

Figure 9: Percentage of respondents who agreed or strongly agreed that they have seen their instructor during his/her office hours (Q38), have received advice from a faculty member about his/her major or career (Q39), and have seen textbooks in the bookstore written from a variety of cultural viewpoints (Q40).

** Difference significant at .05 level*

Question 39: I have received advice from a faculty member about my major or career.

Districtwide, 64.2% of the respondents had received advice from a faculty member about their major or career (Figure 9). Among the individual campuses, between 61.0% (ECC) and 68.0% (City) had received advice from faculty. The difference is not statistically significant.

Question 40: I have seen textbooks in the campus bookstore written from a variety of cultural viewpoints.

Three-quarters of the students districtwide (N=1158) who responded to the question reported seeing textbooks in the bookstore written from a variety of cultural viewpoints (Figure 9). Among the individual campuses, the percentage of student who agreed with this statement ranged from 57.4% (ECC) to 79.2% (Mesa - χ^2 (3, N=1544) = 44.94, $p < .05$).

Question 41: If I have a family, financial or other personal problem, there is someone on campus (friend, counselor, instructor) I trust to seek help from.

Districtwide, less than half of the respondents (48.6%) agreed that there was someone on campus that they could get help from for a family or personal problem (Figure 10). City College was the only campus where more than half of the students agreed with this statement (51.8%).

Question 42: I have seen sexist graffiti in this campus facilities (e.g. bathroom walls, buildings).

Fifty-seven percent of survey respondents districtwide (N=1257) reported seeing sexist graffiti in campus facilities (Figure 10). Three-quarters of Mesa students responded that they had seen sexist graffiti. A significantly smaller proportion of Miramar students (20.9%) said that they had seen sexist graffiti at Miramar (χ^2 (3, N=2707) = 383.44, $p < .05$). A few students mentioned that gang graffiti is more prevalent on campus than sexist graffiti and equally offensive.

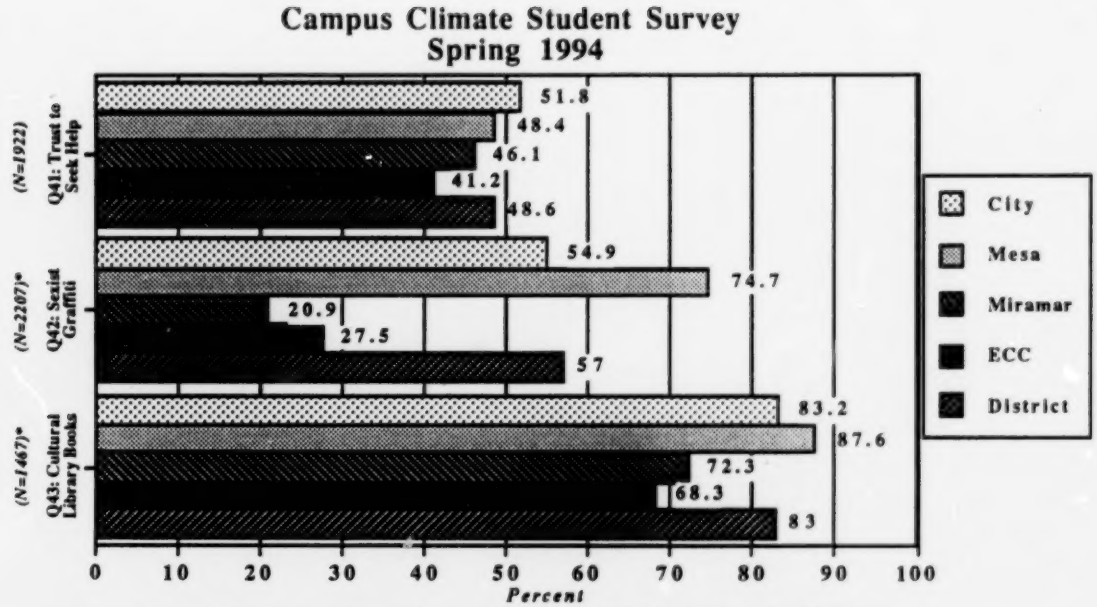

Figure 10: Percentage of respondents who agreed or strongly agreed that if they have a personal problem, there is someone "on campus" they trust to seek help from (Q41), they have seen sexist graffiti on their campus facilities (Q42), and that they have seen "on campus" books in the library written from a variety of cultural viewpoints (Q43).

** Difference significant at .05 level*

Question 43: I have seen on campus books in the library written from a variety of cultural viewpoints.

Eighty-three percent of the students who responded to the survey indicated that they have seen campus books in the library written from a variety of cultural viewpoints (Figure 10). Among the individual campuses the proportion of students who agreed with the statement ranged from 68.3% (ECC) to 87.6% (Mesa - χ^2 (3, N=1467) = 41.01, $p < .05$).

Question 44: More consideration should be given to the needs and interests of physically disabled students.

A majority of the respondents (85.4%) felt that more consideration should be given to the needs and interest of students with physical disabilities (Figure 11). The difference between campuses in the proportion who agreed with the statement was not statistically significant. Students who indicated on question 9 that they were physically disabled were more like to strongly agree with this statement than students in the general survey population.

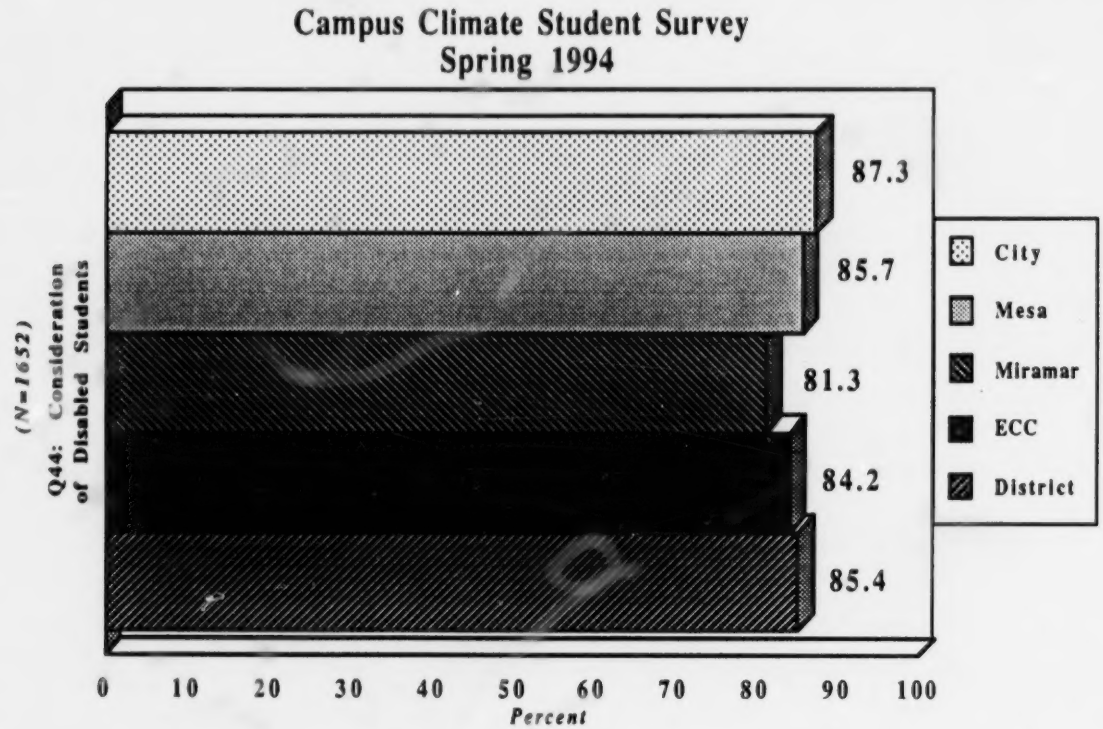

Figure 11: Percentage of respondents who agreed or strongly agreed that more consideration should be given to the needs and interests of physically disabled students.

Questions 45 - 65 ask students to report the frequency (on a scale of "1" (frequently) to "4" (never)) with which they heard insensitive or disparaging remarks about certain groups or experienced discrimination on campus based on a particular attribute. The response rates for Questions 45 - 65 were between eighty and ninety percent. Fourteen percent (N=422) of the respondents reported that these occurrences have never been experienced or observed on campus (i.e. all 4's). In contrast, only one-tenth of one percent (N=3) of respondents reported that all of these events occurred frequently (i.e. all 1's) on campus.

Questions 45-47: Heard insensitive or disparaging comments about racial/ethnic minorities by faculty, staff, or students.

The vast majority of respondents indicated that they had seldom or never heard insensitive or disparaging comments about racial/ethnic minorities made by faculty (88.8%) or staff (89.2%) at their campus (Figure 12). In contrast, 37.0% of the respondents said that they occasionally or frequently heard insensitive or disparaging comments about racial/ethnic minorities made by other students at their campus. Students at City (41.1%) and Mesa (39.7%) were the most likely to say that they occasionally or frequently heard insensitive comments about racial/ethnic minorities made by students at their respective campuses.

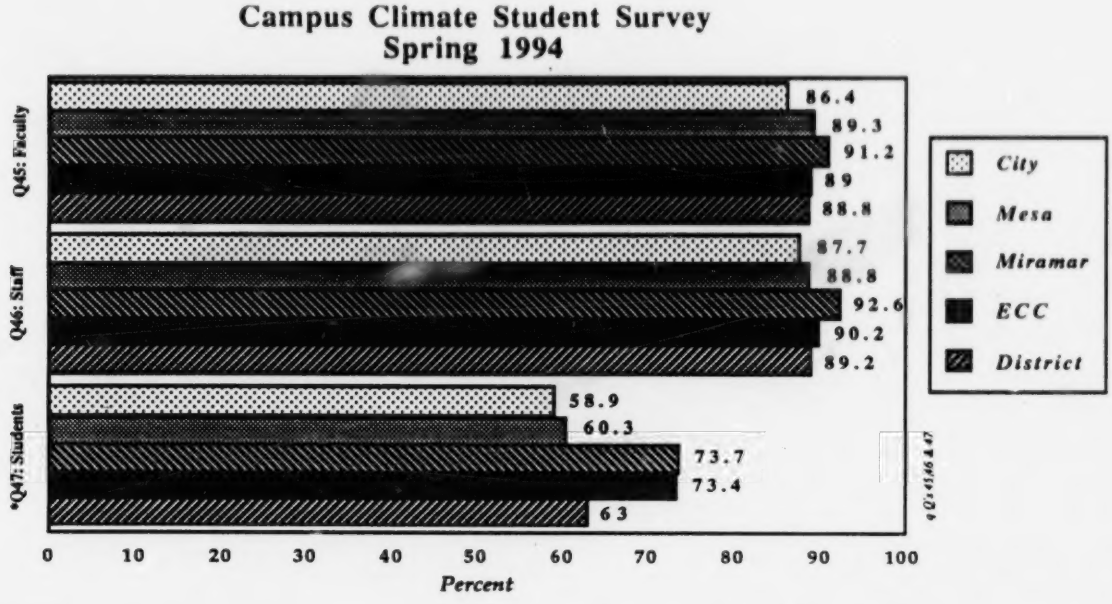

Figure 12: **Percentage of respondents who seldom or never heard insensitive or disparaging comments about racial/ethnic minorities by: (Q45) Faculty, (Q46) Staff, and *(Q47) Students.**

* *Difference significant at .05 level*

Questions 48-50: Heard insensitive or disparaging comments about women by faculty, staff, or students.

Over 90% of the survey respondents said that they seldom or never heard insensitive or disparaging comments about women made by faculty (90.7%) or staff (91.3%) at their campus (Figure 13). Districtwide, 28.5% of the respondents reported that they occasionally or frequently heard insensitive comments about women made by other students. Among the individual campuses, Mesa (32.1%) and City (30.7%) students were significantly more likely to indicate that they occasionally or frequently heard these comments than students at Miramar (18.7%) or ECC (18.1% - χ^2 (3, N=2654) = 39.64, $p < .05$).

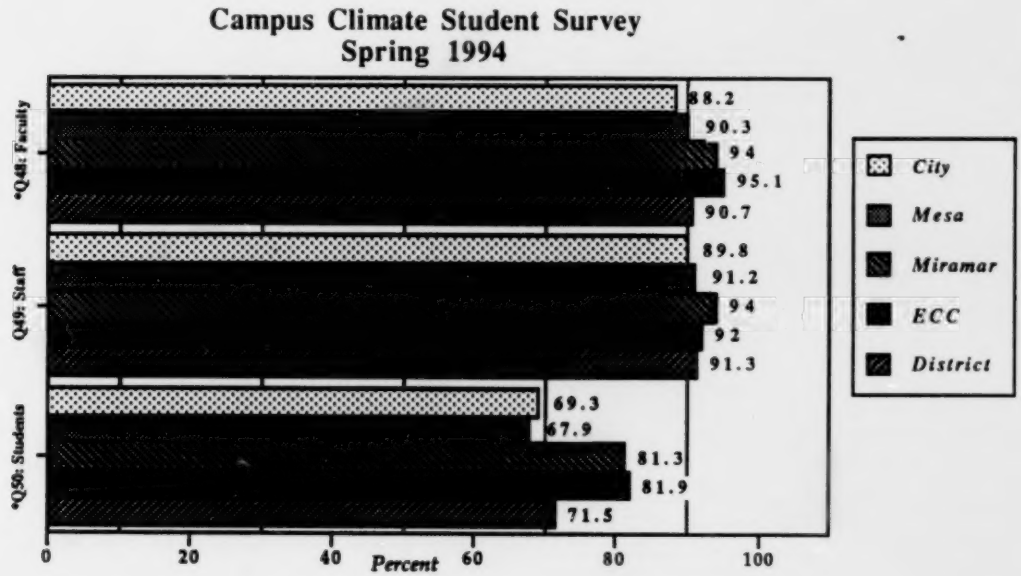

Figure 13: Percentage of respondents who seldom or never heard insensitive or disparaging comments about women by: *(Q48) Faculty, (Q49) Staff, and *(Q50) Students.

* *Difference significant at .05 level*

Questions 51 - 53: Heard insensitive or disparaging comments about gays or lesbians by faculty, staff, or students.

Over ninety percent of the respondents had seldom or never heard insensitive or disparaging comments about gays or lesbians made by faculty (91.5%) or staff (90.8%) at their campus (Figure 14). Once again, Mesa (40.5%) and City (37.4%) students were more likely than students at the other two campuses to report occasionally or frequently hearing insensitive comments about gays or lesbians made by other students at their campus. Districtwide, 35.9% of the respondents stated that they occasionally or frequently heard insensitive comments about gays or lesbians made by other students at their campus.

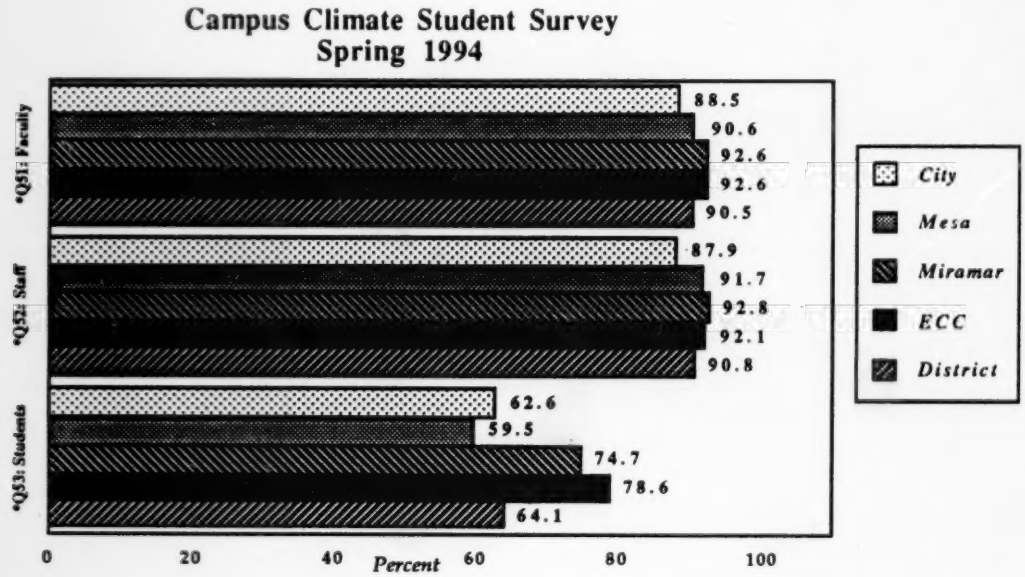

Figure 14: Percentage of respondents who seldom or never heard insensitive or disparaging comments about gays/lesbians by: *(Q51) Faculty, *(Q52) Staff, and *(Q53) Students.

* *Difference significant at .05 level*

Questions 54 - 56: Heard insensitive or disparaging comments about people with disabilities by faculty, staff, or students.

The vast majority of respondents indicated that they had seldom or never heard insensitive or disparaging comments about people with disabilities made by faculty (95.4%), staff (95.2%), or students (90.5%) at their campus (Figure 15).

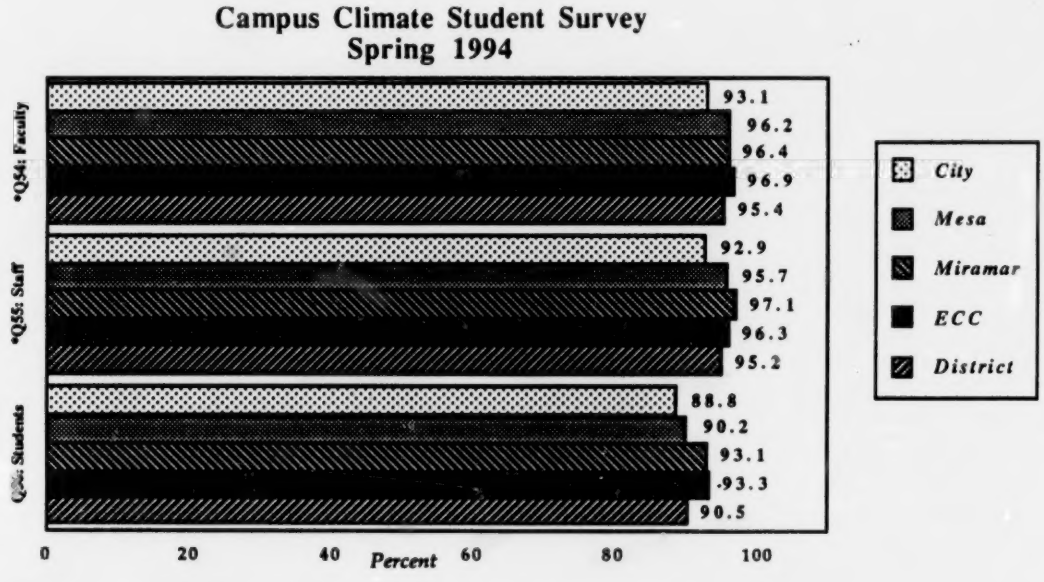

Figure 15: Percentage of respondents who seldom or never heard insensitive or disparaging comments about people with disabilities by: *(Q54) Faculty, *(Q55) Staff, and (Q56) Students.

* *Difference significant at .05 level*

Questions 57-59: Been treated rudely by faculty, staff, or students.

Of the students districtwide who responded to these questions, 78.9% said that they have seldom or never been treated rudely by faculty, 76.8% by staff, and 78.2% by other students (Figure 16). About a quarter of Mesa and City students indicated that they had occasionally or frequently been treated rudely by faculty, staff, and students. Many students named or described specific faculty or staff who treated them rudely.

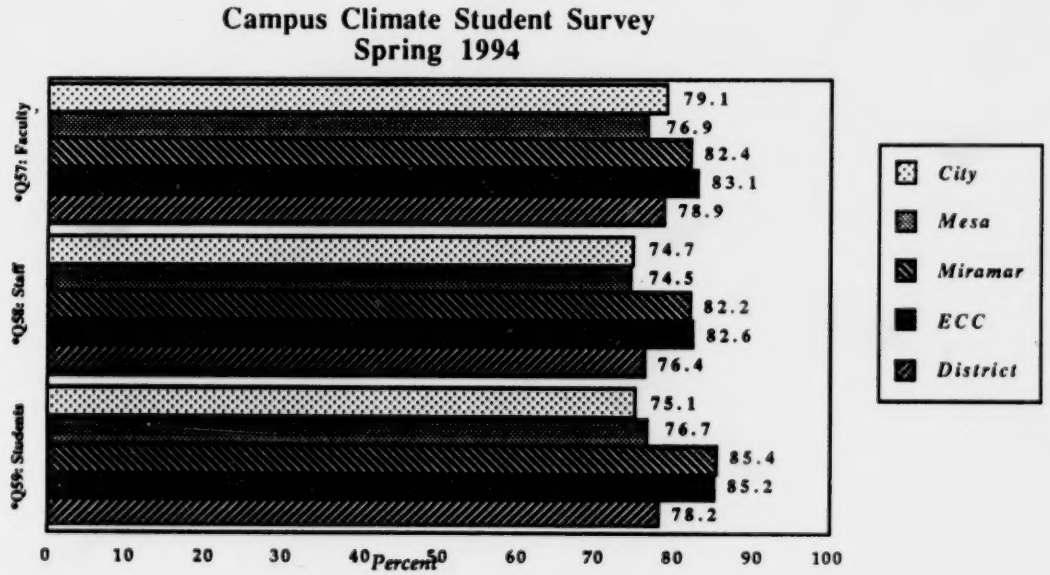

Figure 16: Percentage of respondents who were seldom or never treated rudely by: *(Q57) Faculty, *(Q58) Staff, and *(Q59) Students.

* *Difference significant at .05 level*

Questions 60 - 65: Been discriminated against because of my race/ethnicity, gender, sexual orientation, disability, religion, or age.

More than 90% of the respondents (districtwide and at each of the campuses) felt that they seldom or never have been discriminated against because of their sexual orientation, religion, disability, or age (Figures 17 and 18). Districtwide, 13.2% of the respondents felt that they had occasionally or frequently been discriminated against because of their racial/ethnic background and 10.7% because of their gender. Among the individual campuses, a higher proportion of students at City indicated that they had occasionally or frequently been discriminated against because of their race/ethnicity (16.4%), gender (12.9%), disability (5.8%), and religion (8.4%) compared to students at the other campuses.

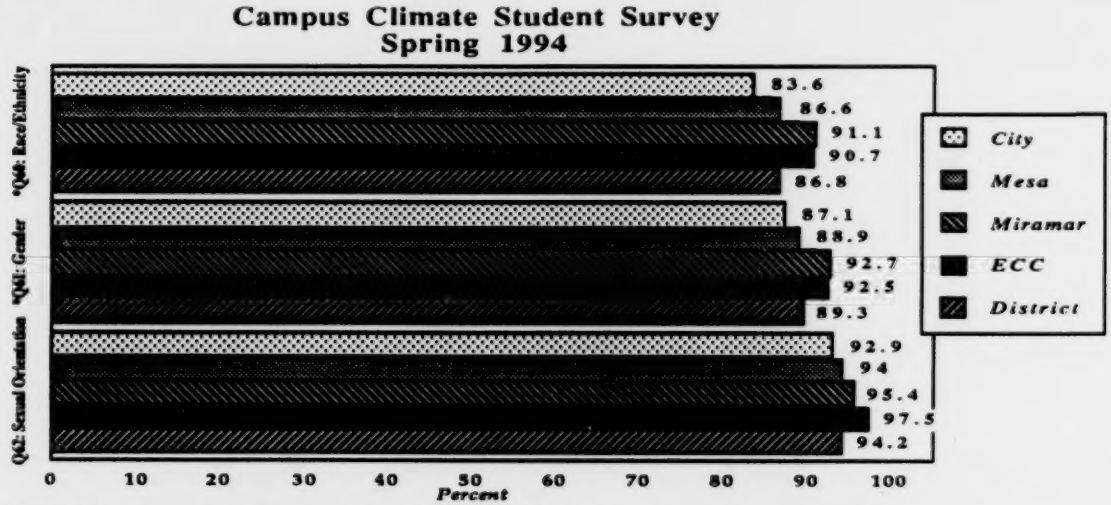

Figure 17: Percentage of respondents who were seldom or never discriminated against because of: *(Q60) Race/ethnicity, *(Q61) Gender, and (Q62) Sexual Orientation.

* *Difference significant at .05 level*

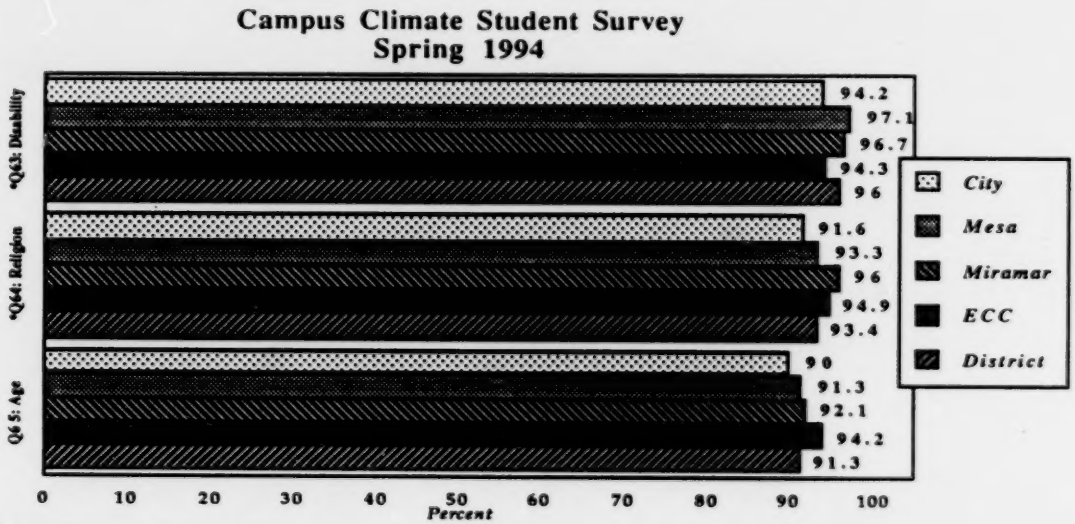

Figure 18: Percentage of respondents who were seldom or never discriminated against because of: *(Q63) Disability, *(Q64) Religion, and (Q65) Age.

* *Difference significant at .05 level*

Responses by gender

Where there were significant differences between responses by gender, females were more likely than males to be sympathetic towards special populations (Appendix C). Females were more likely than males to believe in proportional representation (Q34 and Q35) and the need for more information on diverse groups (Q23 and Q33). They were less likely to agree that: instructors refer to contributions made by women (Q31), special programs hire unqualified personnel (Q36) or admit underprepared students (Q37).

On the questions related to personal experiences (Table C-4), females were more likely than males to indicate that they occasionally or frequently heard faculty make insensitive or disparaging comments about women, being occasionally or frequently treated rudely by staff and other students, and being discriminated against because of their gender.

Responses by racial/ethnic group

There were statistically significant differences in the responses among racial/ethnic groups for 25 of the 31 questions (Table C-5). In general, Asian students were more likely to agree with the statements than students of other racial/ethnic groups.

Asian students generally reported hearing insensitive or disparaging remarks made by faculty and staff occasionally or frequently at a higher proportion than students of other racial/ethnic groups (Table C-6). Caucasian students reported hearing such remarks least often. There was no significant difference among racial/ethnic groups in the responses to the questions that asked if students were treated rudely by faculty, staff, or students. Asian students were more likely than students of other racial/ethnic groups to report occasionally or frequently being discriminated against because of their racial/ethnic group, sexual orientation, disability and age (Table C-6). Differences based on gender and religion were not statistically significant.

Responses by enrollment characteristics

In addition to gender and racial/ethnic groupings, responses were analyzed by enrollment characteristics:

1. New (fewer than 16 cumulative units) vs. continuing students (30 or more cumulative units)

2. Full time (enrolled in 12 or more units) vs. part time students (11 or fewer units).

3. Day vs. evening attendance

4. Time on campus outside of class (0 hours, 1-3 hours, 4 or more hours).

A general pattern of responses emerged when the data was analyzed by enrollment characteristics (see Appendix C, Tables C-7 through C-14). As one might expect, students who were on campus more often (full-time, day, continuing students, and students who spent 4 or more hours on campus outside of class) were more likely to have interactions with faculty (statistically higher proportion agreed to questions 38 and 39), staff (Q18) and other students (Q16). They were more likely to have frequently or occasionally heard insensitive or disparaging comments and report feeling discriminated against.

Responses by disability status

Question 9 of the background and demographics section asked students if they were physically disabled. Just over two percent (2.3%, N=69) indicated that they were physically disabled.

There were no significant differences in the responses of students with physical disabilities compared to the general student population for questions 14 to 44 (Tables C-15 and C-16). A significantly higher proportion of students with physical disabilities reported frequently or occasionally hearing insensitive or disparaging comments about persons with disabilities (faculty, staff, students), women (faculty, staff), gays/lesbians (faculty, staff), and racial/ethnic minorities (faculty) than students in the general survey population. They were also more likely to indicate that faculty frequently or occasionally treated them rudely. A significantly higher proportion of students with physical disabilities believed that they were discriminated against because of their disability, racial/ethnic group, sexual orientation, religion, and age.

IV. SUMMARY AND RECOMMENDATIONS

Overall, most of the students who responded to the survey had very positive college experiences. The vast majority said that they are excited about going to school (86.4%), feel comfortable and have a sense of belonging (85.9%), and are given the respect of adults (86.2%). If starting over, 83.0% would enroll in the same campus.

Most students believed that staff treat all students fairly and equally (80.1%) and that faculty and staff are helpful and supportive in the pursuit of their educational goals (85.8%). The majority of students (65.4% - 83.0%) indicated that they have never heard faculty or staff make insensitive or disparaging remarks about racial/ethnic minorities, women, gays/lesbians, or people with disabilities. More than one in five, however, did report that they frequently or occasionally have been treated rudely by faculty (21.0%) or staff (23.3%).

There were some differences in the responses by demographic and enrollment characteristics. In general, Asian students were more likely to agree with statements and indicate that they heard insensitive or disparaging comments made by faculty, staff, and other students. Where there were differences in the responses by gender, females were more likely than males to be sympathetic towards special populations (females, racial/ethnic minorities, people with disabilities).

Students who were on campus more often (full-time, day, continuing students, and students who spent 4 or more hours on campus outside of class) were more likely to have interactions with faculty (statistically higher proportion agreed to questions 38 and 39), staff (Question 18), and other students (Question 16). They were more likely to have frequently or occasionally heard insensitive or disparaging comments and report feeling discriminated against.

Questions related to race/ethnicity evoked the most extreme range of responses. Many of the students who wrote comments viewed the survey strictly as a race/ethnicity survey, even though fewer than 25% of the questions had that focus. Campus climate is more than racial/ethnic issues. It also includes student-faculty interaction, curriculum content, availability of support services, campus image, etc.

Given that almost two-thirds (64.7%) of the respondents spend 3 or fewer hours per week on campus outside of class, it is not surprising that the "real student concerns" (as one Mesa student phrased it) are more concrete in nature. Students seemed less concerned with student-faculty interaction, curriculum content, faculty composition, or diversity issues as they were with parking, the physical appearance of campus facilities (dirty bathrooms, graffiti, lack of greenery), the high cost of fees and books, and safety.

Limitations of the study

There are strengths and weaknesses associated with any single method of data collection. The advantage in using a survey is that the opinions of many students to a multitude of questions can be collected in a cost effective and expeditious manner. The questions are standardized and the responses are easily quantifiable. The trade-off: 1) responses are forced (one can only choose among the given responses) and 2) responses represent self-reported recollections of past actions or events. Further, there is a lack of in-depth understanding as to why students responded in a particular way.

Because of the complex nature of campus climate, CPEC recommends a "multiplicity of methodologies" be used to develop a "comprehensive picture with respect to the campus climate" (CPEC, 1992). Astin (1991) described a medical model, whereby the administration of a survey was equated with "tak[ing] the temperature of a climate." Other methodologies were

recommended to "develop a diagnosis" and "prescribe a treatment plan." Using Astin's Input, Environment, Output model, the Research Office intends to identify the environments of all student behaviors related to student success. In moving toward a "comprehensive picture" of campus climate in the SDCCD, it recommended that the District and college staff continue their data collection efforts by:

1. facilitating a series of student focus group sessions to discuss issues brought out by the student survey. These discussions may lend insight into the differential responses observed in the survey data and determine whether written comments are representative of the views of the larger student population; and

2. conducting a longitudinal tracking study to determine the effects of differential experiences and interpretations of events on student outcome measures such as retention, persistence, success.

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Appendices

A. Campus Climate Survey

B. Survey Comments

C. Survey Responses (Tables 1 - 16)

Appendix A

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CAMPUS CLIMATE STUDENT SURVEY
SPRING 1994

The purpose of this survey is to assess "campus climate" in the San Diego Community College District (SDCCD). Campus climate refers to factors that make a college a welcoming and supportive environment in which all students can achieve their educational goals. By responding to the survey completely and honestly, you will help us to determine whether SDCCD is meeting this goal.

Instructions:

1. Please use only a #2 lead pencil as the answer sheets will be optically scanned. Use the **white space** on the back side of the answer sheet if you would like to make comments.

2. Start with Questions 1 through l0 printed on the scanable answer sheet.

3. Please fill in your Social Security Number in the top left section labeled IDENTIFICATION. Use boxes 1 through 9 with no spaces or hyphens between numbers. SSN's will be used for tracking purposes only. DO NOT WRITE YOUR NAME ON THE ANSWER SHEET.

4. After completing Questions 1 through 10 on the answer sheet, turn this page and continue with Question 11.

Thank you for your assistance!

GENERAL PURPOSE—80

SAN DIEGO CITY SCHOOLS

NAME (LAST NAME FIRST)

IDENTIFICATION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

USE NUMBER TWO PENCIL ONLY NO BALL POINT OR FELT TIP PENS

	Y	N						Y	N				
1	1	2	3	4	5	FOLD HERE FOR MAILING	21	1	2	3	4	5
	Y	N						Y	N				
2	1	2	3	4	5		22	1	2	3	4	5
	Y	N						Y	N				
3	1	2	3	4	5		23	1	2	3	4	5
	Y	N						Y	N				
4	1	2	3	4	5		24	1	2	3	4	5
	Y	N						Y	N				
5	1	2	3	4	5		25	1	2	3	4	5
	Y	N						Y	N				
6	1	2	3	4	5		26	1	2	3	4	5
	Y	N						Y	N				
7	1	2	3	4	5		27	1	2	3	4	5
	Y	N						Y	N				
8	1	2	3	4	5		28	1	2	3	4	5
	Y	N						Y	N				
9	1	2	3	4	5		29	1	2	3	4	5
	Y	N						Y	N				
10	1	2	3	4	5		30	1	2	3	4	5
	Y	N						Y	N				
11	1	2	3	4	5		31	1	2	3	4	5
						FOLD HERE FOR MAILING							
	Y	N						Y	N				
12	1	2	3	4	5		32	1	2	3	4	5
	Y	N						Y	N				
13	1	2	3	4	5		33	1	2	3	4	5
	Y	N						Y	N				
14	1	2	3	4	5		34	1	2	3	4	5
	Y	N						Y	N				
15	1	2	3	4	5		35	1	2	3	4	5
	Y	N						Y	N				
16	1	2	3	4	5		36	1	2	3	4	5
	Y	N						Y	N				
17	1	2	3	4	5		37	1	2	3	4	5
	Y	N						Y	N				
18	1	2	3	4	5		38	1	2	3	4	5
	Y	N						Y	N				
19	1	2	3	4	5		39	1	2	3	4	5
	Y	N						Y	N				
20	1	2	3	4	5		40	1	2	3	4	5

CAMPUS CLIMATE STUDENT SURVEY

Demographics

1. **Campus you are currently attending:**
   (1) City (3) Miramar
   (2) Mesa (4) ECC

2. **How many units have you completed at this campus?**
   (1) 0 (This is my first semester here) (4) 31 - 45
   (2) 1 - 15 (5) 46 or more
   (3) 16 - 30

3. **Gender:** (1) Female (2) Male

4. **Racial/ethnic group (mark one only; continues to question 5):**
   (1) African American/Black
   (2) American Indian/Alaskan Native
   (3) Asian (specify_____)
   (4) Filipino
   (5) Caucasian/White (specify_____)

5. **Racial/ethnic group (continued from question 4):**
   (1) Middle Eastern (3) Latino/Chicano/Hispanic
   (2) Pacific Islander (4) Other non-white (specify_____)

6. **Educational Objective**
   (1) Bachelor's degree (transfer) (4) Earn or maintain vocational certificate
   (2) Associate's degree (no transfer)
   (3) Acquire or update job skills (5) Other (specify _____)

7. **Age:** (1) 16 - 20 (4) 30 - 34
   (2) 21 - 24 (5) 35 or older
   (3) 25 - 29

8. **Is English the language you speak, read, and write most of the time?**
   (1) Yes (2) No

9. **Do you have a physical disability?**
   (1) Yes (2) No

10. **Are you a full-time or part-time student?**
    (1) full-time (12 or more units)
    (2) part-time (less than 12 units)

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Campus Climate Student Survey

11. Which of the following campus activities do you participate in? (Mark all that apply)

(1) Student government (ASB)
(2) Academic related club
(3) Racial/ethnic student group
(4) Art, drama, music group
(5) Sports

12. Number of hours per week you spend on campus outside of class (e.g. working, studying, socializing, attending office hours):

(1) 0 hours (only come for class, then leave)
(2) 1 - 3 hours
(3) 4 - 6 hours
(4) 7 - 15 hours
(5) 16 or more hours

13. When do you take classes?

(1) mostly day (before 5:00pm)
(2) mostly evening
(3) Both day and evening

Please indicate the extent to which you agree or disagree with the following statements.

		strongly agree	agree	neutral	disagree	strongly disagree
14.	Most days I am excited about going to school.	1	2	3	4	5
15.	This campus was my first choice to attend.	1	2	3	4	5
16.	I have many friends at this campus.	1	2	3	4	5
17.	Campus staff treat all students fairly and equally.	1	2	3	4	5
18.	I have been sent from one office or person to another (given the "run around") trying to get information.	1	2	3	4	5
19.	I feel comfortable at this campus and have a sense of belonging.	1	2	3	4	5
20.	Instructors, counselors, and campus staff have been helpful and supportive in the pursuit of my educational goals.	1	2	3	4	5
21.	If I have a problem in class or with school, there is someone *on campus* I trust to get help from.	1	2	3	4	5
22.	I sometimes feel excluded from campus activities because of my racial/ethnic background.	1	2	3	4	5
23.	The campus should offer more courses related to ethnic issues.	1	2	3	4	5

		strongly agree	agree	neutral	disagree	strongly disagree
24.	Students here are given the respect and responsibility of adults.	1	2	3	4	5
25.	I have had trouble knowing what courses to take to complete my educational goal.	1	2	3	4	5
26.	Opportunities are available *on campus* for me to learn about other cultures.	1	2	3	4	5
27.	Instructors respect student points of view that are different from their own.	1	2	3	4	5
28.	If I were starting over, I would enroll at this campus.	1	2	3	4	5
29.	Cultural differences are valued on this campus.	1	2	3	4	5
30.	Students of similar racial/ethnic backgrounds tend to "hangout" on campus together.	1	2	3	4	5
31.	Instructors refer to contributions made by women in the field of study.	1	2	3	4	5
32.	I have thought seriously about dropping out because of lack of money.	1	2	3	4	5
33.	General education courses should include information on the contributions of a variety of racial/ethnic groups.	1	2	3	4	5
34.	The racial/ethnic composition of the faculty should be representative of the student body.	1	2	3	4	5
35.	The racial/ethnic composition of the student body should be representative of the local community.	1	2	3	4	5
36.	Special programs often result in the hiring of instructors and campus personnel who lack adequate qualifications.	1	2	3	4	5
37.	Special programs and policies lead to admissions of underprepared students.	1	2	3	4	5
38.	I have seen my instructor during his/her office hours.	1	2	3	4	5
39.	I have received advice from a faculty member about my major or career.	1	2	3	4	5
40.	I have seen textbooks in the campus bookstore written from a variety of cultural viewpoints.	1	2	3	4	5
41.	If I have a family, financial or other personal problem, there is someone *on campus* (friend, counselor, instructor) I trust to seek help from.	1	2	3	4	5

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		strongly agree	agree	neutral	disagree	strongly disagree
42.	I have seen sexist graffiti in this campus facilities (e.g. bathroom walls, buildings).	1	2	3	4	5
43.	I have seen *on campus* books in the library written from a variety of cultural viewpoints.	1	2	3	4	5
44.	More consideration should be given to the needs and interests of physically disabled students.	1	2	3	4	5

How many times since coming to this campus have you experienced the following?

		Frequently	Occasionally	Seldom	Never
Heard insensitive or disparaging comments about racial/ethnic minorities by:					
45.	Faculty	1	2	3	4
46.	Staff	1	2	3	4
47.	Students	1	2	3	4
Heard insensitive or disparaging comments about women by:					
48.	Faculty	1	2	3	4
49.	Staff	1	2	3	4
50.	Students	1	2	3	4
Heard insensitive or disparaging comments about gays/lesbians by:					
51.	Faculty	1	2	3	4
52.	Staff	1	2	3	4
53.	Students	1	2	3	4
Heard insensitive or disparaging comments about people with disabilities by:					
54.	Faculty	1	2	3	4
55.	Staff	1	2	3	4
56.	Students	1	2	3	4
Been treated rudely by:					
57.	Faculty	1	2	3	4
58.	Staff	1	2	3	4
59.	Students	1	2	3	4
Been discriminated against because of my:					
60.	Race/ethnicity	1	2	3	4
61.	Gender	1	2	3	4
62.	Sexual orientation	1	2	3	4
63.	Disability	1	2	3	4
64.	Religion	1	2	3	4
65.	Age	1	2	3	4

Appendix B

Table B-1

Campus Climate Student Survey
Districtwide Comments

Positive Comments	N	%
Good instructors, helpful	7	3.4
Cultural diversity, equal	6	2.9
Feel supported	5	2.4
Good program	3	1.4
General positive comments	10	4.8
Negative Comments/Concerns/Needs Improvement		
Admit/hire only qualified	6	2.9
Physical appearance, dirty	11	5.3
Staff treat rude	12	5.8
Parking problems	15	7.2
Safety - parking, lights	13	6.3
Cost - fees, books, aid	17	8.2
More classes, equipment	11	5.3
Racial/Ethnic (R/E) - too much emphasis	31	14.9
Not treat as adult, attendance	7	3.4
Counselor problems	7	3.4
Bookstore problems	4	1.9
General Education courses (negative)	8	3.8
Bad instructors	7	3.4
More support for special programs	9	4.3
General negative/needs improvement	19	9.1
TOTAL	**208**	**100.0**

Appendix C

Table C-1

Number and Percent of Respondents Who Strongly Agree, Agree, Disagree, and Strongly Disagree with

Questions 14 Through 44

Questions	*Strongly Agree*		*Agree*		*Disagree*		*Strongly Disagree*	
	N	%	N	%	N	%	N	%
Q14: Excited about school	519	26.7	1157	59.6	195	10.0	71	3.7
Q15: This campus was my first choice	1008	41.3	838	34.4	402	16.5	190	7.8
Q16: Have many friends on this campus	362	18.1	864	43.2	531	26.5	244	12.2
Q17: Students treated fair & equal by staff	470	23.8	1112	56.3	278	14.1	115	5.8
Q18: I have been given run-around getting information	372	17.2	533	24.7	872	40.4	383	17.7
Q19: Feel comfortable & sense of belonging	447	24.5	1119	61.4	184	10.1	72	4.0
Q20: Faculty/Staff supportive towards goals	549	26.4	1238	59.4	213	10.2	83	4.0
Q21: Someone on campus I trust for help	443	23.5	902	47.9	368	19.6	169	9.0
Q22: Feel excluded from activities due to my R/E group	120	5.7	237	11.2	891	42.0	871	41.1
Q23: Should offer more ethnic related courses	335	21.8	530	34.4	339	22.0	335	21.8
Q24: Students given respect & responsibility	509	22.4	1450	63.8	234	10.3	80	3.5
Q25: I have trouble knowing what courses to take	364	15.7	753	32.5	889	38.4	311	13.4
Q26: Opportunity available to learn other cultures	423	22.7	1277	68.5	134	7.2	29	1.6
Q27: Instructors respect student viewpoints	354	17.8	1333	66.9	235	11.8	72	3.6
Q28: If starting over, I would enroll here	729	31.9	1169	51.1	226	9.9	162	7.1
Q29: Cultural differences are valued	363	24.2	1007	67.1	97	6.5	34	2.3
Q30: Similar R/E groups "hangout" on campus	911	41.9	1119	51.4	114	5.2	31	1.4
Q31: Contributions by women referred to in class	220	15.3	836	58.3	292	20.3	87	6.1
Q32: Thinking of dropping out from lack of money	483	20.8	524	22.5	803	34.5	515	22.2
Q33: GE courses should include R/E contributions	486	27.7	835	47.6	274	15.6	160	9.1
Q34: R/E composition of faculty reflect student body	365	22.6	733	45.3	292	18.1	227	14.0
Q35: R/E composition of student body reflect community	269	17.0	723	45.6	345	21.8	249	15.7
Q36: Special programs result in hiring unqualified people	283	21.5	532	40.4	394	29.9	107	8.1
Q37: Special programs admit underprepared students	251	19.3	592	45.6	359	27.7	96	7.4
Q38: I have seen my instructor during office hours	448	19.5	1072	46.7	534	23.2	243	10.6
Q39: I have received advice from faculty re: major	463	20.5	989	43.7	535	23.7	274	12.1
Q40: Cultural viewpoints are reflected in textbooks	362	23.4	797	51.6	265	17.2	121	7.8
Q41: I get help *on campus* for personal problems	320	16.6	616	32.0	548	28.5	440	22.9
Q42: I have seen sexist graffiti on campus facilities	586	26.5	672	30.4	586	26.5	366	16.6
Q43: *On campus* library books have cultural viewpoints	349	23.8	869	59.2	169	11.5	82	5.6
Q44: More consideration needs to be given to disabled	445	27.0	965	58.4	195	11.8	46	2.8

R/E = Racial/Ethnic

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Table C-2

Frequency with which respondents heard disparaging comments, were treated rudely, and experienced discrimination

Questions 45 Through 65

Question	*Frequently*		*Occasionally*		*Seldom*		*Never*	
	N	%	N	%	N	%	N	%
Heard insensitive comments regarding racial/ethnic minorities by:								
Q45: Faculty	63	2.4	230	8.8	613	23.5	1705	65.3
Q46: Staff	61	2.3	220	8.4	582	22.3	1744	66.9
Q47: Students	303	11.2	700	25.8	728	26.9	979	36.1
Heard insensitive comments about women by:								
Q48: Faculty	63	2.5	175	6.8	534	20.8	1790	69.9
Q49: Staff	51	2.0	171	6.7	530	20.7	1805	70.6
Q50: Students	234	8.8	524	19.7	684	25.7	1215	45.7
Heard insensitive comments about gays/lesbians by:								
Q51: Faculty	67	2.6	176	6.9	461	18.1	1839	72.3
Q52: Staff	73	2.9	161	6.3	461	18.1	1845	72.6
Q53: Students	372	13.9	587	22.0	617	23.1	1096	41.0
Heard insensitive comments about people with disabilities by:								
Q54: Faculty	41	1.6	74	3.0	314	12.6	2069	82.8
Q55: Staff	32	1.3	89	3.6	327	13.1	2052	82.1
Q56: Students	64	2.5	176	7.0	465	18.5	1811	72.0
Been treated rudely by:								
Q57: Faculty	140	5.4	408	15.7	538	20.7	1509	58.2
Q58: Staff	170	6.5	447	17.1	557	21.3	1442	55.1
Q59: Students	130	5.0	441	16.8	694	26.5	1358	51.8
Been discriminated against because of :								
Q60: Race/ethnicity	118	4.7	211	8.5	388	15.5	1779	71.3
Q61: Gender	85	3.4	184	7.3	418	16.6	1828	72.7
Q62: Sexual orientation	53	2.1	91	3.7	266	10.8	2063	83.4
Q63: Disability	44	1.8	53	2.2	218	8.9	2135	87.1
Q64: Religion	59	2.4	103	4.2	243	9.9	2046	83.5
Q65: Age	76	3.1	137	5.6	339	14.0	1875	77.3

Table C-3

Number and Percent of Respondents by Gender Who Strongly Agreed or Agreed with Questions 14 Through 44

Questions	Female		Male	
	Total N	% Agree	Total N	% Agree
Q14: Excited about school	994	86.0	938	86.5
Q15: This campus was my first choice	1257	75.7	1170	75.8
Q16: Have many friends on this campus	1038	59.7	955	62.8
Q17:* Students treated fair & equal by staff	991	77.8	973	82.4
Q18: I have been given run-around getting information	1119	42.4	1029	41.6
Q19: Feel comfortable & sense of belonging	928	86.1	888	85.7
Q20:* Faculty/Staff supportive towards goals	1047	83.7	1032	87.9
Q21:* Someone on campus I trust for help	955	69.2	920	73.7
Q22: Feel excluded from activities due to my R/E group	1131	15.6	977	18.4
Q23:* Should offer more ethnic related courses	756	61.2	779	51.1
Q24: Students given respect & responsibility	1156	85.8	1105	86.6
Q25: I have trouble knowing what courses to take	1191	48.5	1115	47.8
Q26: Opportunity available to learn other cultures	916	90.9	937	91.5
Q27: Instructors respect student viewpoints	1016	84.2	969	85.0
Q28: If starting over, I would enroll here	1195	83.6	1080	82.2
Q29: Cultural differences are valued	803	91.5	691	91.2
Q30: Similar R/E groups "hangout" on campus	1116	94.2	1050	92.6
Q31:* Contributions by women referred to in class	763	66.8	666	81.4
Q32: Thinking of dropping out from lack of money	1212	42.7	1101	43.6
Q33:* GE courses should include R/E contributions	912	79.1	836	71.1
Q34:* R/E composition of faculty reflect student body	811	73.1	801	62.4
Q35:* R/E composition of student body reflect commun.	785	66.2	796	58.7
Q36:* Special progs. result in hiring unqualified people	646	56.7	664	66.7
Q37:* Special programs admit underprepared students	676	58.6	620	71.8
Q38:* I have seen my instructor during office hours	1203	63.5	1084	69.0
Q39:* I have received advice from faculty re: major	1197	62.3	1053	66.5
Q40: Cultural viewpoints are reflected in textbooks	805	75.3	732	74.6
Q41: I get help *on campus* for personal problems	1033	46.6	883	51.0
Q42: I have seen sexist graffiti on campus facilities	1193	57.2	1010	56.5
Q43: *On campus* library books have cultural viewpoints	737	82.2	725	83.7
Q44: More consideration needs to be given to disabled	839	86.8	806	84.0

** Difference is statistically significant at .05 level*
R/E = Racial/Ethnic

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Table C-4

Frequency with which Respondents Heard Disparaging Comments, were Treated Rudely, and Experienced Discrimination by Gender

Questions 45 Through 65

Question	*Female*			*Male*		
	Total N	% Frequent or Occasionally	% Seldom or Never	Total N	% Frequent or Occasionally	% Seldom or Never
Heard insensitive comments regarding racial/ethnic minorities by:						
Q45: Faculty	1348	11.7	88.3	1255	10.7	89.3
Q46: Staff	1342	10.5	89.5	1256	11.1	88.9
Q47: Students	1388	38.5	61.5	1312	35.6	64.4
Heard insensitive comments about women by:						
Q48: *Faculty	1325	11.2	88.8	1227	7.3	92.7
Q49: Staff	1320	9.3	90.7	1228	8.1	91.9
Q50: Students	1368	29.4	70.6	1279	27.8	72.2
Heard insensitive comments about gays/lesbians by:						
Q51: *Faculty	1318	7.7	92.3	1216	11.6	88.4
Q52: *Staff	1312	7.9	92.1	1219	10.7	89.3
Q53: Students	1382	35.5	64.5	1281	36.4	63.6
Heard insensitive comments about people with disabilities by:						
Q54: *Faculty	1293	3.6	96.4	1196	5.7	94.3
Q55: Staff	1299	4.1	95.9	1193	5.7	94.3
Q56: Students	1300	8.8	91.2	1206	10.3	89.7
Been treated rudely by:						
Q57: Faculty	1340	21.7	78.3	1245	20.4	79.6
Q58: *Staff	1357	26.2	73.8	1251	20.8	79.2
Q59: *Students	1363	23.5	76.5	1251	20.0	80.0
Been discriminated against because of :						
Q60: Race/ethnicity	1287	12.0	88.0	1201	14.5	85.5
Q61: *Gender	1314	12.3	87.7	1192	9.0	91.0
Q62: *Sexual orientation	1287	4.8	95.2	1176	7.0	93.0
Q63: *Disability	1270	3.0	97.0	1170	5.0	95.0
Q64: *Religion	1269	5.3	94.7	1173	8.1	91.9
Q65: Age	1270	9.0	91.0	1148	8.6	91.4

T-Q'S 45-65 BY GNDR

* *Difference is statistically significant at .05 level*

Table C-5

Number and Percent of Respondents by Ethnicity Who Strongly Agreed or Agreed with Questions 14 Through 44

Questions	Asian		African American		Caucasian		Latino		Other	
	Ttl N	% Agree	Ttl N	% Agree	Ttl N	% Agree	Ttl N	% Agree	Ttl N	% Agree
Q14:* Excited about school	247	90.3	253	89.3	976	82.7	291	92.4	158	86.7
Q15:* This campus was my first choice	305	83.6	323	79.3	1190	74.5	350	72.9	254	70.5
Q16:* Have many friends on this campus	259	72.6	258	57.8	983	59.4	282	57.1	203	66.0
Q17:* Students treated fair & equal by staff	243	82.7	243	74.5	999	80.6	274	84.3	199	77.4
Q18:* I have been given run-around getting information	252	53.6	305	33.8	1065	41.4	305	40.7	216	43.5
Q19:* Feel comfortable & sense of belonging	235	89.4	260	89.2	848	84.0	274	89.4	189	82.0
Q20:* Faculty/Staff supportive towards goals	260	90.0	276	84.8	1016	86.0	291	87.3	222	78.8
Q21: Someone on campus I trust for help	245	75.1	260	70.0	905	72.4	250	71.2	204	66.7
Q22:* Feel excluded from activities due to my R/E group	248	34.3	283	13.4	1049	15.0	310	12.9	212	16.5
Q23:* Should offer more ethnic related courses	202	78.7	262	89.3	687	28.5	201	73.6	175	72.0
Q24:* Students given respect & responsibility	287	92.3	303	87.8	1103	82.0	322	91.9	244	88.1
Q25:* I have trouble knowing what courses to take	299	56.9	311	43.7	1138	45.4	310	53.5	240	50.4
Q26:* Opportunity available to learn other cultures	260	89.2	256	86.7	882	93.9	267	92.5	186	86.0
Q27: Instructors respect student viewpoints	266	88.3	237	80.6	975	83.8	305	87.5	195	84.1
Q28:* If starting over, I would enroll here	272	86.4	303	86.1	1134	82.3	333	84.7	226	77.9
Q29: Cultural differences are valued	210	93.3	193	86.5	711	92.4	226	91.2	154	89.6
Q30: Similar R/E groups "hangout" on campus	279	92.8	288	91.3	1056	94.1	307	94.1	233	91.8
Q31:* Contributions by women referred to in class	160	73.8	181	53.6	766	79.5	192	75.0	129	65.9
Q32: Thinking of dropping out from lack of money	282	46.5	305	41.3	1137	41.5	333	48.9	253	42.3
Q33:* GE courses should include R/E contributions	211	82.0	279	94.3	828	64.0	248	84.3	179	77.7
Q34:* R/E composition of faculty reflect student body	174	89.1	264	90.5	762	49.1	234	84.2	171	75.4
Q35:* R/E composition of student body reflect community	181	81.2	249	79.1	769	49.4	216	71.3	161	68.3
Q36:* Special programs result in hiring unqualified people	189	68.3	150	43.3	654	66.5	189	58.7	130	54.6
Q37:* Special programs admit underprepared students	180	70.6	165	49.7	641	69.1	183	63.9	124	56.5
Q38:* I have seen my instructor during office hours	267	77.5	304	55.6	1157	67.9	327	61.5	228	64.0
Q39: I have received advice from faculty re: major	267	70.4	313	63.9	1120	63.8	317	63.1	226	61.9
Q40:* Cultural viewpoints are reflected in textbooks	210	67.6	226	63.7	694	83.6	242	76.0	159	62.9
Q41:* I get help *on campus* for personal problems	245	62.0	271	40.2	930	45.5	267	52.8	194	54.1
Q42:* I have seen sexist graffiti on campus facilities	267	59.9	297	42.4	1079	59.8	326	58.3	232	56.9
Q43:* *On campus* library books have cultural viewpoints	189	83.1	219	68.0	667	89.4	225	83.6	157	76.4
Q44:* More consideration needs to be given to disabled	225	88.4	249	87.1	724	81.6	249	87.6	198	90.4

**Difference is statistically significant at .05 level* *R/E = Racial/Ethnic*

Table C-6

Frequency with which respondents heard disparaging comments, were treated rudely, and experienced discrimination by Ethnicity

Questions 45 Through 65

Question	*Asian*			*African American*			*Caucasian*			*Latino*			*Other*		
	Total N	% F or O	% S or N	Total N	% F or O	% S or N	Total N	% F or O	% S or N	Total N	% F or O	% S or N	Total N	% F or O	% S or N
Heard insensitive comments regarding racial/ethnic minorities by:															
Q45: *Faculty	355	16.6	83.4	341	15.0	85.0	1260	7.9	92.1	354	13.0	87.0	286	11.9	88.1
Q46: *Staff	353	16.4	83.6	345	15.7	84.3	1257	6.8	93.2	350	13.7	86.3	287	11.1	88.9
Q47: *Students	358	41.1	58.9	359	35.4	64.6	1307	34.4	65.6	366	43.2	56.8	302	38.4	61.6
Heard insensitive comments about women by:															
Q48: *Faculty	340	13.5	86.5	340	11.8	88.2	1251	92.9	7.1	338	10.7	89.3	277	9.0	91.0
Q49: *Staff	341	12.9	87.1	336	11.0	89.0	1247	6.7	93.3	340	8.8	91.2	278	9.0	91.0
Q50: Students	345	71.6	28.4	353	26.6	73.4	1290	27.8	72.2	359	33.4	66.6	292	28.8	71.2
Heard insensitive comments about gays/lesbians by:															
Q51: *Faculty	335	15.5	84.5	338	11.2	88.8	1239	7.3	92.7	343	11.7	88.3	275	7.6	92.4
Q52: *Staff	331	14.8	85.2	340	12.1	87.9	1233	6.7	93.3	343	10.8	89.2	278	8.3	91.7
Q53: Students	346	33.5	66.5	356	35.1	64.9	1295	36.4	63.6	367	38.7	61.3	291	35.1	64.9
Heard insensitive comments about people with disabilities by:															
Q54: *Faculty	320	9.7	90.3	334	6.6	93.4	1224	2.9	97.1	336	3.9	96.1	270	4.4	95.6
Q55: *Staff	320	9.7	90.3	336	7.7	92.3	1224	3.0	97.0	335	3.6	96.4	272	4.8	95.2
Q56: *Students	325	14.8	85.2	336	11.0	89.0	1230	7.9	92.1	338	7.7	92.3	272	11.0	89.0
Been treated rudely by:															
Q57: Faculty	330	24.8	75.2	354	23.4	76.6	1273	20.8	79.2	341	17.6	82.4	280	18.2	81.8
Q58: Staff	331	26.9	73.1	353	27.5	72.5	1284	22.3	77.7	344	20.3	79.7	285	22.5	77.5
Q59: Students	335	24.5	75.5	356	21.9	78.1	1284	21.7	78.3	346	19.1	80.9	284	22.5	77.5
Been discriminated against because of :															
Q60: *Race/ethnicity	328	21.6	78.4	329	17.9	82.1	1223	10.2	89.8	331	12.1	87.9	269	11.9	88.1
Q61: Gender	327	14.4	85.6	337	11.3	88.7	1235	10.5	89.5	330	8.8	91.2	271	8.5	91.5
Q62: *Sexual orientation	320	10.9	89.1	326	5.2	94.8	1216	4.9	95.1	328	4.6	95.4	267	6.0	94.0
Q63: *Disability	310	8.1	91.9	326	6.1	93.9	1206	2.7	97.3	324	1.2	98.8	268	4.9	95.1
Q64: Religion	312	9.6	90.4	324	7.7	92.3	1213	5.9	94.1	322	5.0	95.0	264	6.8	93.2
Q65: *Age	314	13.1	86.9	325	8.6	91.4	1192	8.9	91.1	321	6.5	93.5	258	6.2	93.8

** Difference is statistically significant at .05 level*

F or O = Frequent or Occasionally
S or N = Seldom or Never

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Table C-7

Number and Percent of Respondents Who Strongly Agreed or Agreed with Questions 14 Through 44 by New and Continuing Student Status

Questions	** New Students		Continuing Students	
	Total N	% Agree	Total N	% Agree
Q14: Excited about school	921	87.9	634	85.0
Q15:* This campus was my first choice	1095	70.0	809	83.1
Q16:* Have many friends on this campus	913	49.5	670	73.9
Q17:* Students treated fair & equal by staff	882	84.1	668	76.8
Q18:* I have been given run-around getting information	1019	38.1	682	45.5
Q19: Feel comfortable & sense of belonging	803	84.2	631	87.6
Q20: Faculty/Staff supportive towards goals	904	85.8	733	86.2
Q21: Someone on campus I trust for help	847	70.4	646	72.8
Q22:* Feel excluded from activities due to my R/E group	969	14.8	686	19.0
Q23: Should offer more ethnic related courses	669	56.5	525	56.6
Q24:* Students given respect & responsibility	1041	88.8	747	83.1
Q25:* I have trouble knowing what courses to take	1030	50.5	784	44.9
Q26: Opportunity available to learn other cultures	821	92.2	626	91.4
Q27:* Instructors respect student viewpoints	909	86.7	662	81.4
Q28:* If starting over, I would enroll here	1015	80.9	776	85.7
Q29: Cultural differences are valued	656	90.9	523	91.8
Q30: Similar R/E groups "hangout" on campus	954	92.5	743	94.2
Q31: Contributions by women referred to in class	619	74.2	492	74.4
Q32: Thinking of dropping out from lack of money	1086	41.8	761	42.8
Q33: GE courses should include R/E contributions	771	76.1	607	75.8
Q34: R/E composition of faculty reflect student body	719	68.0	567	70.0
Q35: R/E composition of student body reflect commun.	706	61.3	551	66.4
Q36: Special progs. result in hiring unqualified people	565	61.1	481	64.7
Q37: Special programs admit underprepared students	576	65.3	456	67.1
Q38:* I have seen my instructor during office hours	1000	53.5	776	80.5
Q39:* I have received advice from faculty re: major	998	54.2	743	75.8
Q40: Cultural viewpoints are reflected in textbooks	671	72.3	514	75.5
Q41: I get help *on campus* for personal problems	846	46.9	655	50.8
Q42:* I have seen sexist graffiti on campus facilities	975	48.3	746	64.6
Q43:* *On campus* library books have cultural viewpoints	628	79.8	494	86.2
Q44: More consideration needs to be given to disabled	729	83.8	556	86.7

* *Difference is statistically significant at .05 level* *R/E = Racial/Ethnic*

** *New = 15 or fewer units*
Continuing = 31 or more units

Table C-8

Frequency with which Respondents Heard Disparaging Comments, were Treated Rudely, and Experienced Discrimination by New and Continuing Student Status

Questions 45 Through 65

Question	** *New Students*			*Continuing Students*		
	Total N	% Frequent or Occasionally	% Seldom or Never	Total N	% Frequent or Occasionally	% Seldom or Never
Heard insensitive comments regarding racial/ethnic minorities by:						
Q45: Faculty	1184	10.1	89.9	857	12.7	87.3
Q46: Staff	1184	9.9	90.1	855	12.3	87.7
Q47: *Students	1232	29.2	70.8	892	43.5	56.5
Heard insensitive comments about women by:						
Q48: *Faculty	1171	7.1	92.9	837	13.0	87.0
Q49: *Staff	1171	7.0	93.0	834	11.0	89.0
Q50: *Students	1208	23.8	76.2	877	33.8	66.2
Heard insensitive comments about gays/lesbians by:						
Q51: Faculty	1160	8.8	91.2	834	10.6	89.4
Q52: *Staff	1157	8.0	92.0	830	11.2	88.8
Q53: *Students	1216	29.4	70.6	878	41.9	58.1
Heard insensitive comments about people with disabilities by:						
Q54: Faculty	1140	4.5	95.5	814	5.3	94.7
Q55: Staff	1136	4.2	95.8	821	6.0	94.0
Q56: *Students	1148	8.6	91.4	825	11.9	88.1
Been treated rudely by:						
Q57: *Faculty	1172	17.1	82.9	861	25.2	74.8
Q58: *Staff	1186	20.1	79.9	869	28.2	71.8
Q59: *Students	1183	17.7	82.3	871	26.8	73.2
Been discriminated against because of :						
Q60: *Race/ethnicity	1131	11.9	88.1	825	15.3	84.7
Q61: *Gender	1135	8.6	91.4	834	13.8	86.2
Q62: Sexual orientation	1120	5.9	94.1	815	6.5	93.5
Q63: Disability	1109	3.9	96.1	806	4.8	95.2
Q64: Religion	1111	6.1	93.9	809	7.8	92.2
Q65: Age	1102	9.2	90.8	798	9.6	90.4

* *Difference is statistically significant at .05 level*

** *New = 15 or less units*
Continuing = 31 or more units

Table C-9

Number and Percent of Respondents Who Strongly Agreed or Agreed with Questions 14 Through 44 by Full-Time and Part-Time Status

Questions	** Full-Time		** Part-Time	
	Total N	% Agree	Total N	% Agree
Q14:* Excited about school	1029	84.5	907	88.4
Q15: This campus was my first choice	1325	74.6	1105	77.0
Q16:* Have many friends on this campus	1111	71.4	884	48.5
Q17: Students treated fair & equal by staff	1099	79.2	869	81.5
Q18:* I have been given run-around getting information	1176	48.1	977	34.1
Q19: Feel comfortable & sense of belonging	1015	86.6	799	85.0
Q20: Faculty/Staff supportive towards goals	1138	84.5	937	87.2
Q21: Someone on campus I trust for help	1079	72.5	798	70.1
Q22:* Feel excluded from activities due to my R/E group	1172	18.7	940	14.4
Q23:* Should offer more ethnic related courses	877	58.5	654	53.2
Q24: Students given respect & responsibility	1246	85.2	1020	87.5
Q25: I have trouble knowing what courses to take	1272	49.7	1037	46.5
Q26: Opportunity available to learn other cultures	1056	91.2	802	91.4
Q27: Instructors respect student viewpoints	1110	83.2	881	86.4
Q28: If starting over, I would enroll here	1233	82.2	1045	83.9
Q29: Cultural differences are valued	862	90.8	631	92.2
Q30: Similar R/E groups "hangout" on campus	1267	94.0	902	92.7
Q31: Contributions by women referred to in class	823	73.1	607	74.3
Q32: Thinking of dropping out from lack of money	1286	42.2	1030	44.6
Q33:* GE courses should include R/E contributions	984	73.4	765	77.8
Q34: R/E composition of faculty reflect student body	879	68.9	734	66.8
Q35: R/E composition of student body reflect commun.	865	63.8	717	61.1
Q36:* Special progs. result in hiring unqualified people	757	65.4	552	57.8
Q37:* Special programs admit underprepared students	731	67.7	561	61.1
Q38:* I have seen my instructor during office hours	1292	72.8	999	57.6
Q39:* I have received advice from faculty re: major	1253	68.0	1000	59.5
Q40: Cultural viewpoints are reflected in textbooks	922	75.4	616	74.5
Q41:* I get help *on campus* for personal problems	1104	52.6	816	43.3
Q42:* I have seen sexist graffiti on campus facilities	1215	60.9	989	52.2
Q43: *On campus* library books have cultural viewpoints	858	83.9	605	81.3
Q44: More consideration needs to be given to disabled	911	86.7	735	83.9

* *Difference is statistically significant at .05 level*

R/E = Racial/Ethnic

** *Full-time = 12 or more units*
Part-time = 11 or fewer units

Table C-10

Frequency with which Respondents Heard Disparaging Comments, were Treated Rudely, and Experienced Discrimination by Full-Time and Part-Time Status

Questions 45 Through 65

Question	** *Full-Time*			** *Part-Time*		
	Total N	% Frequent or Occasionally	% Seldom or Never	Total N	% Frequent or Occasionally	% Seldom or Never
Heard insensitive comments regarding racial/ethnic minorities by:						
Q45: *Faculty	1429	13.4	86.6	1172	8.4	91.6
Q46: *Staff	1426	12.1	87.9	1171	9.1	90.9
Q47: *Students	1482	42.0	58.0	1218	31.0	69.0
Heard insensitive comments about women by:						
Q48: *Faculty	1395	11.0	89.0	1158	7.2	92.8
Q49: *Staff	1395	10.0	90.0	1153	7.0	93.0
Q50: *Students	1457	33.3	66.7	1192	22.9	77.1
Heard insensitive comments about gays/lesbians by:						
Q51: *Faculty	1384	11.8	88.2	1149	6.7	93.3
Q52: *Staff	1378	10.7	89.3	1152	7.4	92.6
Q53: *Students	1462	40.4	59.6	1200	30.5	69.5
Heard insensitive comments about people with disabilities by:						
Q54: Faculty	1349	4.8	95.2	1139	4.3	95.7
Q55: Staff	1352	5.3	94.7	1138	4.4	95.6
Q56: Students	1366	10.6	89.4	1145	8.3	91.7
Been treated rudely by:						
Q57: *Faculty	1418	24.8	75.2	1170	16.6	83.4
Q58: *Staff	1427	27.1	72.9	1182	19.4	80.6
Q59: *Students	1432	23.5	76.5	1184	19.7	80.3
Been discriminated against because of:						
Q60: *Race/ethnicity	1354	14.6	85.4	1136	11.5	88.5
Q61: Gender	1368	11.8	88.2	1141	9.4	90.6
Q62: Sexual orientation	1340	6.2	93.8	1126	5.3	94.7
Q63: Disability	1323	3.8	96.2	1121	4.1	95.9
Q64: Religion	1328	6.9	93.1	1117	6.3	93.7
Q65: Age	1316	9.8	90.2	1105	7.6	92.4

* *Difference is statistically significant at .05 level*

** *Full-time = 12 or more units*
Part-time = 11 or fewer units

Table C-11

Number and Percent of Respondents Who Strongly Agreed or Agreed with Questions 14 Through 44 by Day or Evening Student Status

Questions	Day Student		Evening Student	
	Total N	% Agree	Total N	% Agree
Q14: Excited about school	957	85.9	491	88.4
Q15: This campus was my first choice	1193	74.0	623	77.0
Q16:* Have many friends on this campus	978	67.4	516	43.0
Q17: Students treated fair & equal by staff	977	81.9	494	80.6
Q18:* I have been given run-around getting information	1033	41.3	557	34.6
Q19:* Feel comfortable & sense of belonging	871	88.2	444	83.8
Q20: Faculty/Staff supportive towards goals	984	85.5	532	87.0
Q21: Someone on campus I trust for help	932	73.3	443	69.1
Q22: Feel excluded from activities due to my R/E group	1066	14.6	506	18.0
Q23: Should offer more ethnic related courses	697	55.4	408	56.6
Q24: Students given respect & responsibility	1118	86.9	561	86.8
Q25:* I have trouble knowing what courses to take	1121	51.3	583	42.5
Q26: Opportunity available to learn other cultures	924	92.1	456	90.4
Q27: Instructors respect student viewpoints	975	84.9	520	86.2
Q28: If starting over, I would enroll here	1122	83.2	594	82.2
Q29: Cultural differences are valued	749	93.9	359	90.5
Q30:* Similar R/E groups "hangout" on campus	1121	94.4	461	90.9
Q31: Contributions by women referred to in class	690	75.1	352	72.4
Q32:* Thinking of dropping out from lack of money	1129	38.3	576	46.4
Q33: GE courses should include R/E contributions	814	75.9	462	75.8
Q34: R/E composition of faculty reflect student body	739	68.7	435	66.7
Q35: R/E composition of student body reflect commun.	727	61.1	427	63.5
Q36: Special progs. result in hiring unqualified people	634	61.4	310	61.3
Q37: Special programs admit underprepared students	619	65.1	321	65.4
Q38:* I have seen my instructor during office hours	1149	69.5	538	48.9
Q39:* I have received advice from faculty re: major	1102	64.0	572	58.7
Q40:* Cultural viewpoints are reflected in textbooks	780	77.6	350	71.7
Q41:* I get help *on campus* for personal problems	951	53.4	465	40.6
Q42:* I have seen sexist graffiti on campus facilities	1074	58.3	534	50.9
Q43:**On campus* library books have cultural viewpoints	726	85.7	341	79.2
Q44: More consideration needs to be given to disabled	813	87.5	392	83.7

** Difference is statistically significant at .05 level*

R/E = Racial/Ethnic

Table C-12

Frequency with which Respondents Heard Disparaging Comments, were Treated Rudely, and Experienced Discrimination by Day and Evening Student Status

Questions 45 Through 65

Question	*Day Student*			*Evening Student*		
	Total N	% Frequent or Occasionally	% Seldom or Never	Total N	% Frequent or Occasionally	% Seldom or Never
Heard insensitive comments regarding racial/ethnic minorities by:						
Q45: Faculty	1256	11.6	88.4	671	10.1	89.9
Q46: Staff	1254	11.3	88.7	665	9.6	90.4
Q47: *Students	1304	40.4	59.6	690	27.8	72.2
Heard insensitive comments about women by:						
Q48: Faculty	1236	9.2	90.8	655	7.3	92.7
Q49: Staff	1234	8.8	91.2	652	6.7	93.3
Q50: *Students	1280	31.6	68.4	676	20.4	79.6
Heard insensitive comments about gays/lesbians by:						
Q51: Faculty	1221	10.0	90.0	650	7.5	92.5
Q52: Staff	1222	9.3	90.7	650	7.1	92.9
Q53: *Students	1292	40.9	59.1	676	27.8	72.2
Heard insensitive comments about people with disabilities by:						
Q54: Faculty	1208	4.3	95.7	635	4.3	95.7
Q55: Staff	1207	4.8	95.2	635	4.1	95.9
Q56: Students	1225	9.6	90.4	633	7.4	92.6
Been treated rudely by:						
Q57: Faculty	1256	20.5	79.5	657	16.7	83.3
Q58: Staff	1272	22.1	77.9	658	19.3	80.7
Q59: *Students	1272	22.5	77.5	664	17.3	82.7
Been discriminated against because of:						
Q60: Race/ethnicity	1199	12.5	87.5	641	11.1	88.9
Q61: Gender	1203	11.0	89.0	644	9.2	90.8
Q62: Sexual orientation	1180	5.2	94.8	634	6.3	93.7
Q63: Disability	1168	3.5	96.5	632	4.4	95.6
Q64: Religion	1169	6.7	93.3	627	5.7	94.3
Q65: Age	1171	8.2	91.8	617	8.3	91.7

* *Difference is statistically significant at .05 level*

Table C-13

Number and Percent of Respondents Who Strongly Agreed or Agreed with Questions 14 Through 44 by The Number of hours spent on campus outside of class (working, studying, socializing, attending office hours)

Questions	0 hours/wk (outside of class)		1-3 hours/wk (outside of class)		4+ hours /wk (outside of class)	
	Total N	% Agree	Total N	% Agree	Total N	% Agree
Q14:* Excited about school	580	80.0	651	88.0	697	89.7
Q15:* This campus was my first choice	754	70.8	810	75.8	860	79.9
Q16:* Have many friends on this campus	599	44.2	652	65.3	740	71.9
Q17: Students treated fair & equal by staff	585	81.4	676	80.3	702	78.9
Q18:* I have been given run-around getting information	690	35.1	712	41.4	743	48.3
Q19:* Feel comfortable & sense of belonging	496	80.6	614	87.0	699	88.7
Q20:* Faculty/Staff supportive towards goals	590	81.9	711	87.1	768	87.6
Q21:* Someone on campus I trust for help	531	63.7	604	74.3	731	74.8
Q22:* Feel excluded from activities due to my R/E group	667	13.9	677	14.9	760	21.1
Q23:* Should offer more ethnic related courses	453	49.2	512	55.5	565	62.7
Q24: Students given respect & responsibility	704	85.2	763	86.0	790	87.2
Q25: I have trouble knowing what courses to take	733	49.9	777	47.6	792	47.2
Q26:* Opportunity available to learn other cultures	526	89.0	642	94.1	683	90.2
Q27:* Instructors respect student viewpoints	595	87.6	674	84.9	710	81.7
Q28:* If starting over, I would enroll here	695	80.3	752	85.0	825	83.8
Q29: Cultural differences are valued	387	92.5	530	91.3	573	90.6
Q30: Similar R/E groups "hangout" on campus	631	92.2	739	93.8	791	94.1
Q31: Contributions by women referred to in class	402	72.9	509	74.3	516	73.1
Q32:* Thinking of dropping out from lack of money	718	39.8	782	41.9	810	48.0
Q33:* GE courses should include R/E contributions	518	70.1	585	77.3	639	77.9
Q34:* R/E composition of faculty reflect student body	408	62.5	557	68.4	569	72.2
Q35:* R/E composition of student body reflect commun.	483	56.5	540	61.7	554	68.8
Q36: Special progs. result in hiring unqualified people	365	62.7	424	63.9	517	59.6
Q37: Special programs admit underprepared students	356	63.8	426	62.0	504	68.5
Q38:* I have seen my instructor during office hours	685	48.8	776	69.2	826	77.7
Q39:* I have received advice from faculty re: major	704	54.3	739	67.9	800	69.3
Q40:* Cultural viewpoints are reflected in textbooks	417	68.3	533	79.2	583	76.7
Q41:* I get help *on campus* for personal problems	575	36.3	609	51.9	728	55.4
Q42:* I have seen sexist graffiti on campus facilities	684	48.7	742	60.4	771	60.8
Q43:**On campus* library books have cultural viewpoints	375	77.6	525	83.6	557	86.0
Q44: More consideration needs to be given to disabled	494	82.2	549	86.2	596	87.2

* ***Difference is statistically significant at .05 level*** ***R/E = Racial/Ethnic***

Table C-14

Frequency with which Respondents Heard Disparaging Comments, were Treated Rudely, and Experienced Discrimination

by

The Number of hours spent on campus outside of class (working, studying, socializing, attending office hours)

Questions 45 Through 65	*0 hours/week (outside of class)*		*1-3 hours/week (outside of class)*		*4+ hours /week (outside of class)*	
	Total N	% Frequent or Occasionally	Total N	% Frequent or Occasionally	Total N	% Frequent or Occasionally
Heard insensitive comments regarding racial/ethnic minorities by:						
Q45: *Faculty	810	9.6	876	9.9	912	13.9
Q46: *Staff	810	8.4	874	8.8	909	15.0
Q47: *Students	835	29.9	912	37.8	945	42.6
Heard insensitive comments about women by:						
Q48: *Faculty	794	6.2	874	8.6	877	12.9
Q49: *Staff	784	5.6	878	7.9	878	12.3
Q50: *Students	814	22.1	901	30.2	924	32.7
Heard insensitive comments about gays/lesbians by:						
Q51: *Faculty	788	8.0	863	7.6	874	12.8
Q52: *Staff	789	6.8	865	8.2	870	12.3
Q53: *Students	825	29.9	904	36.0	925	41.1
Heard insensitive comments about people with disabilities by:						
Q54: *Faculty	778	3.6	856	4.0	850	6.1
Q55: *Staff	781	3.2	856	4.4	849	6.8
Q56: *Students	787	6.9	856	10.3	859	11.3
Been treated rudely by:						
Q57: *Faculty	808	17.2	884	20.2	886	25.4
Q58: *Staff	808	18.1	887	23.7	903	28.0
Q59: *Students	813	15.1	899	22.4	893	26.8
Been discriminated against because of :						
Q60: *Race/ethnicity	779	10.1	847	12.6	857	16.5
Q61: *Gender	783	7.2	855	10.5	862	14.0
Q62: Sexual orientation	773	5.6	847	4.8	838	7.2
Q63: *Disability	766	2.7	843	3.2	826	5.9
Q64: *Religion	768	5.1	841	5.7	827	9.1
Q65: *Age	762	7.2	821	7.2	829	11.6

* *Difference is statistically significant at .05 level*

Table C-15

Number and Percent of Respondents Who Strongly Agreed or Agreed with Questions 14 Through 44 by Disabled and Non-Disabled Status

Questions	Disabled		Non-Disabled	
	Total N	% Agree	Total N	% Agree
Q14: Excited about school	54	90.7	1868	86.2
Q15: This campus was my first choice	58	75.9	2362	75.9
Q16: Have many friends on this campus	44	65.9	1940	61.1
Q17: Students treated fair & equal by staff	48	68.8	1912	80.4
Q18: I have been given run-around getting information	51	33.3	2093	42.0
Q19: Feel comfortable & sense of belonging	45	82.2	1761	86.0
Q20: Faculty/Staff supportive towards goals	51	86.3	2016	85.8
Q21: Someone on campus I trust for help	46	71.7	1821	71.3
Q22: Feel excluded from activities due to my R/E group	44	25.0	2057	16.7
Q23: Should offer more ethnic related courses	38	60.5	1488	56.2
Q24: Students given respect & responsibility	51	88.2	2203	86.2
Q25: I have trouble knowing what courses to take	52	48.1	2246	48.2
Q26: Opportunity available to learn other cultures	46	95.7	1804	91.1
Q27: Instructors respect student viewpoints	47	80.9	1933	84.7
Q28: If starting over, I would enroll here	53	79.2	2216	83.0
Q29: Cultural differences are valued	37	91.9	1452	91.4
Q30: Similar R/E groups "hangout" on campus	54	98.1	2104	93.3
Q31: Contributions by women referred to in class	30	76.7	1389	73.3
Q32: Thinking of dropping out from lack of money	54	50.0	2252	43.0
Q33: GE courses should include R/E contributions	43	76.7	1697	75.1
Q34: R/E composition of faculty reflect student body	45	75.6	1561	67.9
Q35: R/E composition of student body reflect commun.	47	70.2	1527	62.5
Q36: Special progs. result in hiring unqualified people	37	62.2	1267	62.0
Q37: Special programs admit underprepared students	40	67.5	1249	64.9
Q38: I have seen my instructor during office hours	47	61.7	2233	66.2
Q39: I have received advice from faculty re: major	52	71.2	2193	64.0
Q40: Cultural viewpoints are reflected in textbooks	39	82.1	1493	74.7
Q41: I get help *on campus* for personal problems	50	52.0	1860	48.5
Q42: I have seen sexist graffiti on campus facilities	49	53.1	2147	57.1
Q43: *On campus* library books have cultural viewpoints	39	82.1	1419	82.8
Q44: More consideration needs to be given to disabled	46	91.3	1596	85.2

R/E = Racial/Ethnic

Table C-16

Frequency with which Respondents Heard Disparaging Comments, were Treated Rudely, and Experienced Discrimination by Disabled and Non-Disabled Student Status

Questions 45 Through 65

Question	*Disabled Students*			*Non-Disabled Students*		
	Total N	% Frequent or Occasionally	% Seldom or Never	Total N	% Frequent or Occasionally	% Seldom or Never
Heard insensitive comments regarding racial/ethnic minorities by:						
Q45: *Faculty	60	20.0	80.0	2534	11.0	89.0
Q46: Staff	60	18.3	81.7	2530	10.6	89.4
Q47: Students	61	34.4	65.6	2629	37.2	62.8
Heard insensitive comments about women by:						
Q48: *Faculty	60	18.3	81.7	2483	9.1	90.1
Q49: *Staff	61	18.0	82.0	2478	8.5	91.5
Q50: Students	62	33.9	66.1	2577	28.5	71.5
Heard insensitive comments about gays/lesbians by:						
Q51: *Faculty	61	21.3	78.7	2463	9.3	90.7
Q52: *Staff	60	23.3	76.7	2462	8.9	91.1
Q53: Students	62	33.9	66.1	2591	36.0	64.0
Heard insensitive comments about people with disabilities by:						
Q54: *Faculty	60	21.7	78.3	2421	4.2	95.8
Q55: *Staff	60	21.7	78.3	2423	4.5	95.5
Q56: *Students	59	23.7	76.3	2440	9.2	90.8
Been treated rudely by:						
Q57: *Faculty	59	37.3	62.7	2519	20.8	79.2
Q58: Staff	58	32.8	67.2	2540	23.4	76.6
Q59: Students	62	30.6	69.4	2541	21.5	78.5
Been discriminated against because of:						
Q60: *Race/ethnicity	60	26.7	73.3	2420	12.9	87.1
Q61: Gender	58	19.0	81.0	2441	10.5	89.5
Q62: *Sexual orientation	58	19.0	81.0	2400	5.5	94.5
Q63: *Disability	59	25.4	74.6	2376	3.5	96.5
Q64: *Religion	57	17.5	82.5	2379	6.3	93.7
Q65: *Age	57	19.3	80.7	2354	8.5	91.5

* *Difference is statistically significant at .05 level*